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ABSTRACT

The U.S. National Commission on Libraries and Information Science (NCLIS) conducted an open forum May 4-5, 1993 on the changing role of the federal government in support of library and information services and literacy programs for children and youth. The following topics were addressed: current status of library and information services for elementary and secondary school students; role of school library media centers in achieving the six National Education Goals; future federal roles in support of library media programs and services for children and youth from public libraries; nature of federal support for school library media programs and public library services for students; nature of federal support of technology for school and public library programs for children and youth; role of public and school libraries in promoting resource-based learning, information skills, and instructional activities; how school and public library partnerships should be developed; how libraries can develop intergenerational demonstration programs for latchkey children and young adults and outreach programs for youth at risk; and the community library's role in offering parent/family educational programs for early childhood services. Includes 4 appendices. (JLB)

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U.S. National Commission on Libraries and Information Science

OPEN FORUM ON CHILDREN AND YOUTH SERVICES: REDEFINING THE FEDERAL ROLE FOR LIBRARIES

May 4–5, 1993

The forum was held at the
Boston Public Library
Boston, Massachusetts

U.S. National Commission on Libraries and Information Science
1110 Vermont Avenue, Suite 820
Washington, DC 20005-3522
Tel. (202) 606-9200
Fax (202) 606-9203

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TABLE OF CONTENTS

Press releases: 9 March, 16 April, 10 May 1993 i
Summary report of forum, Commissioner Shirley G. Adamovich ix
Quotes from oral and written statements xi

Forum Proceedings

J. Michael Farrell -- Introduction 1
Jack Short -- New England States, American Library Trustee Association/ American Library Association (ALA) 4
Elizabeth O'Donnell -- President, Young Adult Services Association/ALA 7
Joan Ress Reeves -- WHCLIS Taskforce 11
Barbara Selvitella -- Massachusetts School Library Media Association 17
Robert Tinker -- Technology Educational Resources Center (TERC) 22
Carolyn Gray -- Brandeis University Libraries 29
Susan Ballard -- New Hampshire Educational Media Association 34
Susan Snider -- for Commissioner, New Hampshire Department of Education 37
Susan Rosenzweig -- American Library Association (ALA) 42
Thea Jones -- Maryland Educational Media Association 49
Marshall Keys -- NELINET, Inc 54
Deirdre Hanley -- Children's Services Committee, Eastern Massachusetts Regional Library System 62
Ruth Toor -- American Association of School Librarians/ALA 66
Carolyn Noah -- for public libraries in Massachusetts 72
Bonnie O'Brien -- Massachusetts Library Association 76
Yesha Sivan - Harvard University Graduate School of Education 78
Keith Fiels -- Massachusetts Board of Library Commissioners 85
Elizabeth Watson -- Association for Library Service to Children/ALA 90
Virginia Mathews -- Youth Divisions' Interdivisional Task Force on WHCLIS Recommendations, ALA 93
Shelley Quezada -- Consultant for library services to the unserved, Massachusetts Board of Library Commissioners 98
Murray Martin -- Library consultant 106
Mary Frances Zilonis -- Educational Media Services, Cambridge Public Schools, and Cambridge Library Power Project 110
Margaret Bush -- Simmons College Graduate School of Library and Information Science and Children's Issues Section, Massachusetts Library Association 116

TABLE OF CONTENTS
(continued)

Written Statements

Susan Ballard 127
Margaret Bush 130
Deirdre Hanley 138
Karen Lea Johnson -- John D. O'Bryant African-American Institute, Northeastern University 140
Carolyn Noah 144
Bonnie O'Brien 146
Shelley Quezada 148
Joan Ress Reeves 158
Susan Rosenzweig 165
Jack Short 171
Yesha Sivan 174
Susan Snider 177
Ruth Toor 181
Marcia Trotta -- Meriden Public Library 192
Mary Frances Zilonis 194
Pinkerton Academy Alumnus Fall 1992 articles 202
Robert Tinker, "Educational Networking: Images from the Frontier". *Hands On!*, Spring 1993 205

Appendices:

1. Alphabetical list of persons submitting oral and/or written statements 211
2. Index of organizations with representatives presenting oral and/or written statements 213
3. Glossary 215
4. Omnibus Children and Youth Literacy Initiative recommendation from White House Conference on Library and Information Services 217

United States
National Commission
on Libraries
and Information Science

NEWS RELEASE

1111 18th Street, NW Suite 310 Washington, D.C. 20036 202-254-3100

For immediate Release
9 March 1993

For more information contact
Peter R. Young

NCLIS PLANS FORUM ON CHILDREN AND YOUTH SERVICES: REDEFINING THE FEDERAL ROLE FOR LIBRARIES

Washington, D.C. – The U.S. National Commission on Libraries and Information Science (NCLIS) is conducting an open forum 4 – 5 May 1993 on the changing role of the Federal government in support of library and information services, and literacy programs for children and youth. The forum will be held at the Boston Public Library, Boston, Massachusetts.

This forum provides an opportunity for representatives from school library media centers, public libraries, academic libraries, educational, literacy, and information services organizations, companies, associations, and institutions to offer comments, observations, and suggestions related to Federal roles and responsibilities for library and information services, and literacy programs offered to children and youth. The results of this and additional NCLIS regional forums in other parts of the country will provide the Commission advice to share with Congress and the Administration in formulating future programs and plans.

Parties interested in presenting oral or written statements should notify Kim Miller or Peter Young at NCLIS by 30 April 1993. A detailed forum schedule will then be developed and distributed. Written statements must be received at the NCLIS office by 15 June 1993.

This forum is one of a series of activities related to the implementation of the Omnibus Children and Youth Literacy Initiative resulting from the White House Conference on Library and Information Services (WHCLIS) held in July 1991 in Washington, D.C.

The Omnibus Children and Youth Literacy Initiative is intended to invigorate library and information services for student learning and literacy through programs aimed at school library media centers and public libraries. Through a combination of demonstration programs and school/public library partnerships, the Children and Youth Literacy Initiative emphasizes the essential role of libraries and information services in promoting resource-based learning and instructional activities, parent/family education projects for early childhood services, intergenerational demonstration programs for latchkey children and young adolescents, and outreach services for youth at risk. As a means of identifying recommendations for the implementation of provisions contained in the Omnibus Children and Youth Literacy Initiative, the National Commission invites groups and individuals to share views and proposals at the May open forum in Boston, Massachusetts.

This NCLIS open forum provides an opportunity to offer ideas and suggestions related to the Federal role for libraries in the future in light of Congressional activities relevant to the reauthorization of the Elementary and Secondary Education Act (ESEA) in 1993/4, the reauthorization of the Library Services and Construction Act (LSCA) in 1994/5, and in reference to possible future legislation related to the National Research and Education Network (NREN) and the National Education Goals. The National Commission plans to conduct additional forums and meetings involving representatives from the library, information, literacy, and educational communities with special interest in the youth and childrens initiative. The schedule for these additional activities is under development.

The U.S. National Commission on Libraries and Information Science is a permanent, independent agency of the Federal government charged with advising both Congress and the President on matters relating to national library and information services policies and plans.

United States
National Commission
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and Information Science

NEWS RELEASE

1110 Vermont Avenue, NW Suite 820 Washington, D.C. 20005 202-606-9200

For immediate Release
16 April 1993

For more information contact
Peter R. Young

NCLIS PLANS FORUM ON LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH

Washington, D.C. – The U.S. National Commission on Libraries and Information Science (NCLIS) will hold an open forum 4 – 5 May 1993 at the Boston Public Library. The forum focuses on the implementation of the Omnibus Children and Youth Literacy Initiative resulting from the White House Conference on Library and Information Services (WHCLIS) held in July 1991 in Washington, D.C. In focusing on this priority WHCLIS recommendation, the forum addresses issues related to the Federal government's role in support of library, information services, and literacy programs for children and youth.

Forum participants from the Northeastern states have the opportunity to give their views, reactions, suggestions, and proposals on many issues including the following:

– The current status of library and information services for elementary and secondary school students;

– The role of school library and media centers in achieving the six National Education Goals;

– Future Federal roles in support of school library media programs and services for children and youth from public libraries;

– The nature of Federal support for school library media programs and public library services for students;

– The nature of Federal support of technology for school and public library programs for children and youth;

–more–

– The role of public and school libraries in promoting resource–based learning, information skills, and instructional activities;

– How school/public library partnerships should be developed;

– How libraries can develop intergenerational demonstration programs for latchkey children and young adolescents, and outreach services for youth at risk;

– The community library's role in offering parent/family education programs for early childhood services;

This forum provides an opportunity for representatives from school library media centers, public libraries, academic libraries, educational, literacy, and information services organizations, companies, associations, and institutions to offer comments, observations, and suggestions related to Federal roles and responsibilities for library and information services, and literacy programs offered to children and youth. The results of this and additional NCLIS regional forums in other parts of the country will provide the Commission advice to share with Congress and the Administration in formulating future programs and plans.

Parties interested in presenting oral statements (or written statements from individuals unable to be present at the forum) should notify Kim Miller or Peter R. Young at NCLIS (202 606–9200 fax 202 606–9203). Written statements should be received at the NCLIS office by 15 June 1993. Observors are welcome to attend the forum which will be held from 1:00 pm to 4:30 pm Tuesday 4 May 1993 and from 9:00 am to 4:30 pm Wednesday 5 May 1993 in the Rabb Lecture Hall of the Boston Public Library, Copley Square, Boston, MA.

The U.S. National Commission on Libraries and Information Science is a permanent, independent agency of the Federal government charged with advising both Congress and the President on matters relating to national library and information services policies and plans.

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NEWS RELEASE

1110 Vermont Avenue, NW Suite 820 Washington, D.C. 20005 202-606-9200

For Immediate Release
10 May 1993

For more Information Contact
Peter R. Young

NCLIS HOLDS MEETING AND FORUM ON CHILDREN AND YOUTH SERVICES INITIATIVE

Washington, D.C. - The U.S. National Commission on Libraries and Information Science (NCLIS) continued planning for implementation of the Omnibus Children's and Youth Literacy Initiative with two recent events:

1.) NCLIS sponsored an invitational meeting on children and youth services initiatives in Washington, D.C. 26-27 April 1993 for representatives from the American Library Association (ALA), Chief Officers of State Library Agencies (COSLA), Council on Library Resources (CLR), and Library Programs Office, U.S. Department of Education;

2.) A panel of three NCLIS Commissioners heard testimony from 23 individuals at an open forum at the Boston Public Library 4 - 5 May 1993. The forum topic was Children and Youth Services: Redefining the Federal Role for Libraries.

The Omnibus Children and Youth Literacy Initiative is a priority recommendation from the White House Conference on Library and Information Services (WHCLIS) held in July 1991 in Washington, D.C. In focusing on this priority WHCLIS recommendation, the Commission is addressing issues related to redefining the Federal role in support of library, information services, and literacy programs for children and youth.

Commissioner Wanda Forbes outlined the specific purposes of the April NCLIS meeting on children and youth services as: 1.) to share information, strategies, and plans of the national groups involved with library and information services to children and youth; 2.) to identify common goals, priorities, and positions of these groups; 3.) to suggest possible actions, programs, and activities; and 4.) to plan for coordinated strategies and actions. Both Marilyn Miller, Current ALA President and Hardy Franklin, ALA President-elect attended the NCLIS-sponsored meeting.

Meeting participants discussed the following five areas of concern:

1.) Endorsement of the six National Education Goals to emphasize the critical role of library and information services in attainment of these ambitious goals by the year 2000;

2.) Relationships between library and information services with other programs focusing on national educational reform, youth development, life-long learning, family literacy, and workforce skills training;

3.) Need for statistics on the status of library and information services for children and youth and the need for research into the relationship between student performance and the quality of school library media center services;

4.) Need for increasing public awareness about both the contributions and needs of library and information services for children and young people;

5.) The possible appointment of a small working group to continue work on these issues.

Chaired by J. Michael Farrell, NCLIS Chair, the May open forum provided an opportunity to hear the views of 23 individuals from Northeastern states representing school

library media center specialists, public library children and young adult services, academic libraries, graduate library and education schools, consultants, educational technology groups, state agencies, regional networks, state and national associations, and institutions. In addition, Commissioner Shirley Adamovich, Chair of the NCLIS Goals 2000: Library Partnership Committee and Commissioner Carol DiPrete, Chair of the NCLIS Legislation and Statistics Committee served on the forum panel.

Some of the concerns and issues presented by those appearing at the NCLIS open forum include the following:

- Jack Short, speaking for the American Library Trustee Association, noted the need for categorical Federal funding for "...strengthening, deepening, and shoring up our present public library and school media structure. The Federal government sets the national goals of the greatest priority; implementation of specific projects must be strongly directed by those who know the local situation."

- Susan D. Ballard, representing the New Hampshire Educational Media Association, stated that "What we require now is your support for Federal initiatives which will give us much needed seed money."

- Ruth Toor, President of the American Association of School Librarians, indicated support for the Elementary and Secondary School Library Media Act which calls for establishment of an office in the Department of Education for school library media centers, categorical aid for school libraries, and funding for school libraries to acquire networking technology.

- Susan Rosenzweig, representing the American Library Association Legislation Committee, called for special

attention to those children and adolescents living in poverty who require youth literacy services. She identified needs for special training to help librarians serve adolescents, for formation of collaborative links with other youth-serving agencies, for outreach models, and for information about innovative and successful programs. Finally, Ms. Rosenzweig called for Federal grants for demonstration services to young adults and outreach services to at-risk youth.

- Bob Tinker, Chief Science Officer, TERC, emphasized the role of information network technology and network telecomputing in supporting educational reform with a rich variety of services. He stated: "On-line library research services can supplement school libraries with limited resources and permit student research to reflect current events and recent developments."

This first regional NCLIS open forum in the Northeast provided an opportunity to offer ideas and suggestions related to redefining the Federal role for libraries in the future. The National Commission plans to conduct additional forums and meetings involving representatives from the library, information, literacy, and educational communities with special interest in the children and youth initiative. Based on these activities, the Commission will be better equipped to provide the President and Congress advice in keeping with the mandate of the NCLIS 1970 statute.

The U.S. National Commission on Libraries and Information Science is a permanent, independent agency of the Federal government charged with advising both Congress and the President on matters relating to national library and information services policies and plans.

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OPEN FORUM ON LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH: REDEFINING THE FEDERAL ROLE

May 4-5, 1993, Boston Public Library

SUMMARY

Shirley G. Adamovich, Member
U.S. National Commission on Libraries and Information Science

Speakers' statements are summarized below under the topics itemized by NCLIS Chairman J. Michael Farrell as the issues on which forum participants had an opportunity to give their views, reactions, suggestions and proposals:

1. Current status of library and information services for elementary and secondary school students -

Practically all speakers commented on current situations, most of which are difficult, and difficult for a variety of reasons. The various reasons covered by the speakers include lack of money, lack of standards, lack of interest on the part of officials, lack of adequate and appropriately trained staff, failure of the larger community to recognize the importance of media services, lack or ineffectiveness of libraries' current outreach efforts, failure to deal with the special problems and challenges of youth at risk, inner cities, non-native English speakers, families, ethnic and multicultural communities and failure to heed the desires of young people.

2. Role of school library media centers in achieving the six National Education Goals -

Specific mention of the Goals was random and occasional, but it was uniformly acknowledged that improved library and information services for children and youth would contribute to achieving the Goals.

3. Future Federal roles in support of library media programs and services for children and youth from public libraries -

Most of what was suggested and discussed assumed the need for combinations of local, State and Federal funding. Federal support was cited as important to several facets of library and information services, including collection development, information technology, networking and education for library personnel. Some speakers thought that federally funded demonstration projects are not needed or are not effective; others stated that demonstration or model projects are needed and useful.

4. and 5. Nature of Federal support for school library media programs and public library services for students - Nature of Federal support of technology for school and public library programs for children and youth -

Categorical aid, not eligibility through block grants, was favored for school library media centers. An office for school libraries in the U.S. Department of Education was recommended. Administration of Federal funds by State departments of education and State libraries was noted as a good way to proceed. There was strong support for the National Research and Education Network, for the inclusion of libraries and for the Federal government's focus on the national information infrastructure.

6. Role of public and school libraries in promoting resource-based learning, information skills and instructional activities -

There was strong support for school library media centers as integral parts of the education process and for joint librarian/teacher training. School and public libraries should be centers for using networks and other information technologies, as places that insure access for everyone.

7. and 8. How school and public library partnerships should be developed - How libraries can develop intergenerational demonstration programs for latck-key children and young adults and outreach services for youth at risk -

Areas for partnershp to achieve mutual objectives include collection development, resource sharing, early childhood programs, family literacy, electronic networking, intergenerational programs and multicultural programs.

9. The community library's role in offering parent/family educational programs for early childhood services -

The need for community-wide and statewide planning for optimal services was emphasized. Academic contributions were noted, especially in the areas of resources and access, and also in cooperative endeavors in education and training.

In addition to covering children's and youth services in libraries, speakers expressed concern about the nurture and development of the whole child, the whole young adolescent, the whole teenager, and the necessity of librarians' understanding of and involvement with the issues that transcend and affect the services provided by all educational and community agencies, such as the problems of inner cities and the challenges of a multicultural society and a global community.

Speakers also commented on the changing dynamics of how and where people, especially young people, obtain information, the implications of those changes for libraries, the fact that most of these developments are taking place outside the context of libraries, and the fact that libraries must become technologically equipped, adequately funded and appropriately staffed to assure continued and equitable access to information.

NCLIS Open Forum on Library and Information Services for Children and Youth:
Redefining the Federal Role

QUOTES FROM ORAL AND WRITTEN STATEMENTS

In the interest of re-inventing education, we cannot afford to de-invent libraries. The current erosion of public library services and the catastrophic state of school library services are not the result of planning. They are the result of municipalities and schools which place a low priority on libraries in order to meet short-term financial needs at the expense of long-term needs, Why? Because we have let them do so.
Keith Fiels, Director, Massachusetts Board of Library Commissioners

Public libraries should not have to compete with school libraries for the same dollar. Rather, there needs to be enough money allocated so that both the public library and the school library have adequate monies to purchase materials to answer their patrons' questions.
Bonnie O'Brien, President, Massachusetts Library Association

On the issue of youth in crisis. While a library wrestles with an agenda of budget cuts, the shelf life of our children and the families who must support them is expiring.
Shelley Quezada, Consultant for Library Services to the Unserved, Massachusetts Board of Library Commissioners

If libraries are to promote lifelong learning as a goal, they must not forget to provide the very best services possible to these young people. If young adults are to receive service that meets their particular developmental, informational and recreational needs, and if they are to have equal access to resources and programs, there must be librarians in all types of libraries ready to serve this age group.
Elizabeth O'Donnell, President, Young Adult Services Association/ALA

As information proliferates at astounding rates, the role of the school library media professional is to teach competencies and skills that will assist in the development of students who are effective users of ideas and information. . . . Supporting the concept of information use must be the availability of resource collections of sufficient size, quality and timeliness to meet student need.
Susan Ballard, New Hampshire Educational Media Association

Libraries need to provide a continuum of services that span all ages of the population from infants to the elderly. But adolescents represent the most vulnerable, overlooked, underserved, underfunded and at-risk age group.
Susan Rosenzweig, American Library Association Legislation Committee

Statistics on actual library service provided to incarcerated youth are impossible to find though professional library literature identifies good programs in a few states (California, Michigan and others). . . .Many states, however, apparently have no provision for library service to support learning, literacy, or recreational needs. . . .Clearly there has been little attention in the library profession to this growing and very needy population.
Karen Lea Johnson, Operations Manager, John D. O'Bryant African-American Institute, Northeastern University

Children's librarians express great concern about who will serve young adults because they do not have the resources in children's rooms per se and many libraries have cut young adult librarians and services. . .
Deirdre Hanley, Director, Reading Public Library and Chair, Eastern Massachusetts Regional Library System Children's Services Committee

The responsibility of the school library media program is two-fold: to provide learning resources and to provide instructional services.
Thea Jones, Maryland Educational Media Organization

School library media centers can and should be an integral part of the achievement of these six goals [National Education Goals] by the year 2000. To do this, however, they must be adequately funded and staffed by trained professionals who not only understand how to run the media center but also how to work collaboratively with classroom teachers and other members of the school's education team. They must also have access to the latest resources in technology.
Ruth Toor, President, American Association of School Librarians/ALA

Recruitment for librarianship must reflect the mosaic of our communities and we have to recruit with vigor in order to respond to electronic and demographic challenges that lie ahead.
Carolyn Noah, representing public libraries in Massachusetts

Libraries, both public and school, are the gateways through which children from all walks of life can learn the technologies and techniques that will be as important to them as reading books has been to us and our parents.
Marshall Keys, Executive Director, NELINET, Inc.

Those are my two main recommendations: build an infrastructure that's more appropriate for low bandwidth, wide-access education and seed it with educational resources. . .
Bob Tinker, Chief Science Officer, Technology Educational Resources Center

I want to speak specifically to the issue of technology for school and public library programs for children and youth. Academic libraries can play an important role in the improvement of schools by providing resources to assist school districts in developing and implementing strategies that help solve problems associated with teaching and learning.
Carolyn Gray, Brandeis University Libraries

. . .the medium of text is going to stay the prominent medium of the future. Now there is a difference between text and print. . . .Text will stay the most important feature of the knowledge age, not because we like it -- it's because the computers like it. They can search it. That's the reason it's going to stay that way.
Yesha Sivan, Harvard University Graduate School of Education

During my twenty years as a professional librarian, I have seen many changes that have necessitated changes in the ways that we provide library services. Differences in family structures and in economic stability have created pressures and psychological burdens that have not been there before. . . .Children may be in situations in which literacy is not a priority, or their caregivers may also be illiterate. . . .Libraries are in an ideal position to help families break through the cycle of illiteracy. . .
Marcia Trotta, Director, Meriden Public Library

Federal support for achieving international understanding through public access to appropriate publications and other media can help fashion a society suited to the needs of the 21st century.
Murray Martin, Library Consultant

I think in the past we've emphasized product. Now we have to emphasize process. We need to change the way we teach and I think that the library media center provides us with a wonderful tool and a wonderful opportunity. It can become the learning laboratory of the school, an extension of the classroom, and we need to be teaching lifelong skills in reading and in learning. I think we're at a very important crossroads.
Mary Frances Zilonis, Director, Educational Media Services, Cambridge Public School and Director, Cambridge Library Power Project

If you accept libraries, not as a place but as a process, then it follows that you need library professionals at the elementary level, manipulating the process and providing a sense of the excitement of learning to the student.
Jack Short, Vice President, American Library Trustee Association, New England States

[Referring to the Omnibus Children and Youth Literacy Initiative recommendation from the White House Conference] It seems to me that there are three concepts in this whole package that are very, very important. One is the notion of comprehensive library services to young people. The second is the collaboration between types of libraries serving young people, and then I believe that there is a very important element in this whole package of developing models of library service.
Margaret Bush, Simmons College Graduate School of Library and Information Science and Massachusetts Library Association Children's Issues Section

Should Federal funds go to school libraries? I think they should, because I believe that it's a national responsibility to make sure that there is at least a minimum standard for school libraries throughout the country. We talk about the haves and the have-nots. It's poor economy to deprive our kids of the wealth of education and information that they could get in our school library media centers
Joan Ress Reeves, White House Conference on Library and Information Services Taskforce

When we're talking about the six National Education Goals in this country, we have such highlights as, where library media centers are better funded, academic achievement is higher, whether their schools and communities are rich or poor and whether the adults in the community are well or poorly educated.
Barbara Selvitella, Massachusetts School Library Media Association

. . .the concept of collection development should be expanded to include access to information -- not just acquisitions. . . .the other two programs in the [proposed Elementary and Secondary School Library Media] Act include money for competitive grants but not for training. There also needs to be the possibility of training because I think it's very important that library media professionals and teachers be retrained.
Susan Snider, New Hampshire Department of Education

It's been estimated that it takes $8,000 a year to put someone on welfare and $50,000 to keep someone in jail. Let's spend our money more wisely. We know that kids who read succeed. Investing in library services for children not only makes good sense, it's a bargain.
Elizabeth Watson, Association for Library Service to Children

Americans now realize that children and youth are the future and that they must learn to learn. I think the parents have always thought so, but our legislators and other officials are beginning to realize that, even though children don't pay taxes and in fact cost quite a lot to a society, youth are indeed important and they are the future. It is our job to link their education. . .with libraries and literacy and to focus more than we have ever done on families.
Virginia Mathews, Chair, ALA Youth Divisions' Interdivisional Task Force on White House Conference Recommendation Implementation

PROCEEDINGS

May 4, 1993
Time: 1:00 PM

Introduction

J. MICHAEL FARRELL: Good afternoon, ladies and gentlemen. I would like to welcome you to this open forum on behalf of the United States National Commission on Libraries and Information Science. It is a pleasure to be in Boston today. We thank you very much for your time and interest in attending this forum for library and information services for children and youth. I am J. Michael Farrell, Chairman of the Commission. With me today are Commissioners Carol DiPrete from Rhode Island, Chair of the Commission's Legislative and Library Statistics Committee, and Shirley Adamovich from New Hampshire, Chair of the Commission's Goals 2000: Library Partnership Ad Hoc Committee. We hope that later afternoon the Vice Chairman of the Commission will drop in. She is here in Boston on other matters but has great interest in this topic. The NCLIS Vice Chairman, of course, is Elinor Swaim from North Carolina.

The Commission thanks Boston Public Library Director Arthur Curley and the BPL staff, especially Dana Rizzotti, for hosting the Commission at this forum and in assisting with all the local arrangements. We appreciate how difficult it is to put one of these forums together. In a few minutes, we'll begin with prepared statements from the people listed on your agenda. However, first I would like to give a brief background as to the forum and to state or re-state the purposes.

The background of the Commission's involvement with children's and youth services in libraries stretches some 20 years when the Commission published *Library and Information Services Needs of the Nation*, a comprehensive report based on analysis by a number of specialists representing individual user clienteles, including children and young adults. In 1975, we published a document entitled *Toward a National Program for Library Information Services*. Contained in that was a sentence I would like to quote: "Despite its fundamental role in educating the child and in his shaping his future information habits, the school library is deficient in many ways."

That quote from our 1975 report unfortunately appears to be just as appropriate today as it was at that time. In 1977, the Commission named a task force on school library media centers, as a result of concerns of the community that there was little or no recognition of the role of the school library media center in the development of the national network. The task force issued its final report, *The Role of the School Library Program and Networking,* in 1978. After the issuance of the landmark report, *A Nation At Risk,* in 1983, the Commission responded with a statement about "...the importance of library and information resources to underpin all of learning **and** to the essential skills and proficiency involved in finding and using information effectively."

In August 1984, the Commission issued another statement, this one titled *Finding and Using Information Effectively*. This statement began a multi-year focus for the Commission on information skills, now commonly referred to as "resource-based learning" or "information literacy".

The Commission's School Media Committee, together with the American Association of School Librarians, initiated and convened the Symposium on Information Literacy and Education for the 21st Century, which was held April 14 - 16, 1989, in Leesburg, Virginia. The introduction to the report states, ". . .the conference was meant to create a new vision for education, a vision to be shared by all members of the education community. This vision will require fundamental change in the way teachers teach, the way schools are administered, the way teachers are educated, the way schools are funded and the ways school library media programs are organized and implemented." The Commission and the American Association of School Librarians have continued to urge the organizations represented at this symposium to place the recommendations from the symposium on their agendas for action, adoption and inclusion in their program priorities. Of course, the National Forum on Information Literacy has been a key player of that process.

You know the results of the 1991 White House Conference on Library and Information Services. One of the top recommendations was titled the "Omnibus Children and Youth Literacy Initiative". From our common desire to see progress made on this recommendation, we have all undertaken various activities.

The Commission held an open forum in Washington, D.C., in March 1992 on the White House Conference recommendations in general. Three other NCLIS activities that focused on children and youth were, first, the informal meeting with several State librarians in December, 1992; second, a meeting of representatives of the ALA in January of 1993; and third, a meeting held just last week of State librarians and the ALA together. Commissioners Adamovich and DiPrete were also in attendance at that meeting. Attendees of last week's meeting agreed to pursue five efforts: first, communication with the Administration to endorse the National Education Goals and emphasize the intent and ability of libraries to support attainment of the National Goals; second, tie-ins with library and information services and other programs and support for education reform and youth development.; third, research and statistics on the status and prospects of library information services for youth, including the relationship between student performance and the quality of school library media centers; fourth, increased public awareness and the contributions of and needs for library and information services for children and young people; fifth, appointment of a small working group to deal in depth with the national issues of library and information services to young people.

So, that brings us to this afternoon, and I say again, welcome. I think it's useful to review the purposes of this forum as stated in our April press

release. Forum participants from the northeastern States have the opportunity to give their views, reactions, suggestions and proposals on many issues, including the following: First, the current status of library and information services for elementary and secondary school students. Second, the role of school library media centers in achieving the six National Education Goals. Third, future Federal roles in support of library media programs and services for children and youth from public libraries. Fourth, the nature of Federal support for school library media programs and public library services for students. Fifth, the nature of Federal support of technology for school and public library programs for children and youth. Sixth, the role of public and school libraries in promoting resource-based learning, information skills and instructional activities. Seventh, how school and public library partnerships should be developed. Eighth, how libraries can develop intergenerational demonstration programs for latch-key children and young adults and outreach services for youth at risk. Finally, the community library's role in offering parent/family educational programs for early childhood services.

I like what Frankie Pelzman wrote in her January 1993 column in the *Wilson Library Bulletin* about the Commission's role regarding reauthorization of the Elementary and Secondary Education Act and the Library Services and Construction Act. Although this forum isn't specifically about those pieces of legislation, I believe that the roles Frankie described still apply. They are: first, helping the multitude of voices that speak for libraries and schools and children develop policy positions that enhance rather than fray the potential for substantive change. And second, identifying those areas open to change that could improve programs and strengthen resources. As Frankie put it, ". . .the Commission is the only independent Federal agency mandated to provide the policy guidance to Congress and the President on library and information science matters." The Commission is not a voice for the profession but for the users of libraries and information services. We want to be in partnership with others for the greater good.

So, we are ready to focus on children and young people and how to improve services for them. You will notice on your schedules that ten minutes are allotted for each prepared statement and ten minutes for questions from Commissioner DiPrete or Commissioner Adamovich or myself. We have a light system here on the desk. The timer light will be green to warn the speaker that ten minutes have passed. It's green until two minutes are left and then the yellow light goes on, then red, and you should conclude within a reasonable period of time.

As time permits, we hope to open the forum to others who would like to make statements but did not sign up in advance and also to entertain questions from attendees to our speakers. We encourage written statements, for which we will keep the record open until June 15th. We want this forum as relaxed, informative and useful as possible.

Thank you again for being here.

With that, we begin with our first speaker and presenter, Jack Short, Vice President, American Library Trustee Association for New England. Jack?

Jack Short -- Vice President, American Library Trustee Association (ALTA), New England States

JACK SHORT: Thank you, Mr. Chairman. The fact that millions of Americans, young and old, cannot read newspapers, signs, labels, job applications, much less a book, is highly disturbing to each of us. This fact is not new. The same conditions existed in 1976, when, as national president of the American Library Trustee Association, I established a national task force on literacy.

To an extent things have improved, but not much. Thus, I applaud the National Commission for this opportunity to redefine the Federal role for libraries, particularly as it relates to children and youth services.

It is vital at a time of austerity budgets that the Federal government assume a leadership role. That role, however, should not be all things to all people, but rather establish a priority of needs focusing on those most pertinent to the national interest.

Once a prioritized national needs list has been established, the individual States, through **categorical** aid, (and I stress **categorical**) must be creative in translating Federal funding into projects that can be replicated in the local area.

This is a key point. If the design of the original project is so unique or exotic, the odds are against other library groups developing similar programs. This being so, the original grant request should not be granted.

Over the years, I have seen millions of dollars poured into some fascinating projects - ending when the Federal funding ended. This does not preclude experimentation but, in total, I would like Federal support to focus on strengthening, deepening and shoring up our present public library and school media structure. The Federal government sets the National Goals of greatest priority. Implementation of a specific project must be strongly directed by those who know the local situation.

It is a national disgrace that most elementary schools in America do not have a professional media specialist. This is the very age when information skills can be developed very easily. This is the best time to introduce young students to information technology. This is a disturbing example to me. In Connecticut, we have four rural towns, each with limited school population but each having a highly paid school superintendent. Yet, at the same moment, there is no funding for a media specialist at the elementary level.

Another area of concern -- as far as I know, the U.S. Department of Education has no office directly responsible for providing leadership to school library media programs across the Nation. I find many of the children's librarians in the public library uncomfortable when technology is discussed. We must, as a Nation, direct our young people into that field. Students easily become comfortable when they find ready access and utilization of technology both at the school and the public library.

Staff members must also become aware of the need for visual literacy. Often highly print oriented, librarians have been tempted to step away from television. We must show that, rather than ignore or condemn it, we should embrace television. Developing selective viewing habits will make it one more educational tool. New Federal funding would be well spent exploring television and the Omnibus Children and Youth Literacy Initiative.

Over the past years, I have become increasingly aware that some libraries have failed to relate to multi-ethnic populations in their communities. Do we take into account all minorities, not just the one most prominent in our community?

Many literacy-related projects are fragmented or focused on a single individual. It seems that some exploration should be done on family literacy programs coordinated through the library.

In closing, having started as a library page some fifty years ago, I have experienced the highs of elation at what a great impact school and public libraries can make on their communities and bewilderment when local communities fail to adequately support their school and public library.

However, over those years, I have had the opportunity to speak to librarians in some thirty States and am impressed by the thousands of talented professionals that I have met. I am impressed by the thousands of friends of libraries and library trustees and NCLIS Commissioners who volunteer and give us so much of their time. This is a bastion of support for all of us. It is a bastion with which we shall prevail. So, I want to thank you again for your leadership. Those giving time to NCLIS are part of what makes America's library scene unique in terms of our Western civilization. Thank you.

J. MICHAEL FARRELL: Thank you very much, Mr. Short. I can't emphasize enough to every one here that the purpose of this hearing is to gather information. All three of us will be asking questions and we will be reporting to Congress and the President. I will lead off with a question, which I might ask again of some other people as we go on. I'm not a librarian, I'm a lawyer. We talk about school media programs. Is there a definition - or is it different levels - of what would be an adequate school media program? What would it have to do? What would it entail? Is it a bona fide partnership? Is there a way to define an effective program?

JACK SHORT: Like you, I am a lay person. As to how you define a school media center -- I simply see it as the heartbeat of the school. Everything else in the school focuses in on it. You can give it any name you want, school library, school media center. It is not important. I don't think we should be caught up so much in the jargon or the terminology. More important, what is the process? What is actually happening in the school library/media center?

If there has been a failure, it is that most individuals, including school administrators, are not aware of the impact that a great media center could mean in their schools. Somewhere that story has to be told!

If you accept libraries, not as a place but as a process, then it follows that you need library professionals at the elementary level, manipulating the process and providing a sense of the excitement of learning to the student. That is one of the points I made in my opening remarks. I didn't elaborate on those points, but I am concerned that Federal funding should focus on library structure and not just get caught up in some type of dream project.

We must support the day-in, day-out, basic operation of the media center. You **must** have professionals at the elementary level. I would rather have less books, less materials, but have a professional that will lead to a better utilization of the materials you already have. To me, that's an excellent utilization of taxpayers' dollars.

We have failed to show to America what a professionally led school media center can mean to the students. School libraries often have a low priority at school board meetings and adequate funding is shot down. I'm biased, I am a believer. These priorities must change!

J. MICHAEL FARRELL: Are you suggesting that the administrators aren't aware there's some great role for school libraries or are you suggesting that they are aware and that, for budgetary reasons or whatever, they're just cutting back?

JACK SHORT: As a school member, I would rather cut back on my top administrative staff and enhance my cash flow to those that are actually working with the young people. I don't know how you get this story across to the administrators. They can make changes benefiting their self-interests but nobody gets excited, nobody yells or screams!

The school media center is a bit like the public library. It's just sort of **there.** I think we should be concerned that there is a lack of library professionals at the elementary level -- at the very age when they need that type of direction. It's a sad commentary on America.

J. MICHAEL FARRELL: Commissioner Adamovich, do you have a question or two?

SHIRLEY ADAMOVICH: Mr. Short, I was wondering if ALTA had made any expressible stands on ESEA or the other proposals?

JACK SHORT: Possibly, but not to my knowledge. I would be more aware of an ALTA position

SHIRLEY ADAMOVICH: Has ALTA's Legislation Committee gotten to the phase of studying it or thinking about it?

JACK SHORT: As is relates to the ALTA Legislation Committee I wouldn't know. Often these concerns come from other ALA divisions to the ALTA board.

JOAN RESS REEVES: But the Legislation Committee is looking at that.

JACK SHORT: As I commented, the process is usually from the legislative committee to the ALTA board and, as a board member, I am not aware of an ALTA position on this.

J. MICHAEL FARRELL: If you make a comment, we want to make sure it's part of the record. Just identify yourself. I want to encourage questions if people have them. Next, Commissioner DiPrete.

CAROL DIPRETE: When you talked about the Federal role as far as

specific funding, it seemed you were implying that costs that are passed on be spent categorically.

JACK SHORT: Yes. I have completely flip-flopped on this from some 25 years ago when I believed that you could take a grant and give it to the State and say, "Here, run with it. You know the local situation." But over the years, I have seen that same funding siphoned off into needs that may not fit the national interest. I can remember what I think was Title IVB some years ago, they were allowed to do things for libraries and there was also something in there on guidance. I think in Wisconsin, a school superintendent took the money and put in lighting for the football field and said, "This is for the esprit de corps of the school." And you look at the library and it had nothing. To me, that is absolutely, positively wrong.

CAROL DIPRETE: Thank you.

J. MICHAEL FARRELL: Any other questions for Mr. Short?

JACK SHORT: Thank you very much.

J. MICHAEL FARRELL: There are two things I would like to do right now. I would like to recognize Elinor Swaim, who has come into the room. Thank you very much, Elinor. Two people I overlooked in my introductory remarks: Peter Young, who put the work together for this forum, and Jane Williams from the Commission staff. I would like to recognize them for their services and the great deal of work that they have done and what it entailed in putting this forum together. Next, I would like to recognize Elizabeth O'Donnell, President of the Young Adult Services Association.

Elizabeth O'Donnell -- President, Young Adult Library Services Association - American Library Association

ELIZABETH O'DONNELL: Thank you. This is the first time I've ever done anything like this. It's a new experience for me, one of many new experiences I've had as president. I'm Elizabeth O'Donnell from Raymond, New Hampshire, and I come to the forum today as the circulation/readers' services coordinator at the Manchester, New Hampshire City Library and as the president of the Young Adult Library Services Association of the American Library Association. Although my position and my office may not seem to match, they actually complement each other. I'm interested in young adult library services because I was a coordinator of young adult services for two major public library systems before moving to New Hampshire, a State where no public library, not even the Manchester City Library, the largest public library in the State, or the State Library has a designated young adult services specialist on their staff.

Given the fact that only 11% of the Nation's public libraries have the services of a young adult specialist, New Hampshire's situation is probably not unique. All across the country, as in New Hampshire, one out of four library patrons is an adolescent between the ages of 12 and 18. Teenagers are probably the most underserved age group in libraries in the United States. If libraries are to promote lifelong learning as a goal, they must not forget to provide the very best service possible to these

receive service that meets their particular developmental, informational and recreational needs, and if they are to have equal access to resources and programs, there must be librarians in all types of libraries ready to serve this age group.

The situation is so critical that the Young Adult Library Services Association separately, and in conjunction with the Public Library Association, has drafted publications and submitted proposals to the American Library Association to provide workshops and information to enable generalists in libraries to provide service to young adults as part of their other responsibilities. The landmark publication, *Directions in Young Adult Library Services,* has been revised and the new joint Public Library Association-Young Adult Library Services Association publication, *Bare Bones: Young Adult Services Tips for Library Generalists*, is ready for publication. The Young Adult Library Services Association has been awarded the coveted ALA/World Book Goal Award to implement "Serving the Underserved: Customer Services for Young Adults in Public Libraries", a pilot project to provide specialized training to help generalists working in public libraries translate the Young Adult Library Services Association vision of young adult services into reality.

We should be - and we are - proud of these endeavors but, at the same time, we cannot help but be distressed at the dearth of young adult specialists, the lack of understanding of the needs and interests of this age group and the lack of leadership in this arena at the Federal level. Those directly involved in youth services especially feel the lack of leadership at the Federal level. There is no one in the Office of Library Programs who is specifically responsible for library services to youth and who can monitor their interests in the library community for our underserved teenagers. There is no one in the Office of Elementary and Secondary Education who can connect library services to other programs and endeavors in education -- a connection that can improve the teaching and learning in our schools. Effective leaders at the Federal level are needed to represent youth services, not only in the library community, but also in the larger community serving children and youth. As providers of information and programs, libraries should be a part of other programs such as Head Start and workplace literacy. Library involvement and cooperation in many of the endeavors of Health and Human Services could lead to more effective and efficient use of resources and information. As a public librarian and as an officer of a national organization, I believe it is critical that the Federal government support library and information services for teenagers in every community in this country

The board of the Young Adult Library Services Association has endorsed the Elementary and Secondary School Library Media Act and the "Kids Need Libraries" statement prepared on behalf of the three youth-serving divisions of the American Library Association and the Omnibus Children and Youth Literacy Initiative. We believe these recommendations, enacted

believe these recommendations, enacted and fully funded, will better serve the Nation's children and young adults in school and public libraries. We therefore strongly endorse and specifically recommend:

*funding for demonstration grants to support basic and innovative library services to young adults;

*funds for youth-at-risk demonstration grants;

*establishment and funding for the development and improvement of partnership programs between school and public libraries;

*Federal legislation to establish a nationwide information network that is freely accessible to the Nation's youth, ensuring them equal access to the Nation's information resources;

*Federal legislation to fund family demonstration literacy programs that involve school and public libraries and other family-serving agencies;

*establishment of an office within the U.S. Department of Education's Office of Library Programs to be responsible for providing leadership for young adult services in public libraries and to the library community serving children and youth.

Thank you for your time and your attention and for this opportunity to share our concerns with you.

J. MICHAEL FARRELL: Thank you very much, Mrs. O'Donnell. I was interested in one of the last portions that you were urging -- the networking to force the libraries into working with technology. Would you elaborate a little on the type -- I think you used the word "network". . .

ELIZABETH O'DONNELL: A network that is extremely accessible.

J. MICHAEL FARRELL: What does that mean? Every library would have a computer room of some sort or a word processing room where you access. . . Is that what we're talking about or are we talking about something else?

ELIZABETH O'DONNELL: We were specifically talking about Internet. I think our particular concern is that teenagers don't always have the same accessibility to resources, particularly if there's discussion of payment that needs be made for having to access some of the databases or to access some of the information networks. One of the things that we're particularly concerned about is that, in any kind of national networking or whatever kind it is, for information retrieval and information transfer, teenagers have access to that.

J. MICHAEL FARRELL: I realize you're from New Hampshire. Are you aware of any of the northeastern States, along the library groups, implementing any of the goals that you are seeking here, discussing today? Have you seen great activity in the northeast region?

ELIZABETH O'DONNELL: I don't see a lot of activity specifically. I don't see them acting on all of this with young people in mind. I think some of these things may be happening, but it's not being done and implemented because they say, "Young people need this."

J. MICHAEL FARRELL: Do you think there are regional differences between the northeast and the southwest?

ELIZABETH O'DONNELL: No. I think it's nationwide. Our particular concerns are the middle school route. I

think that's the group that we tend to forget about. I think that's the group that we need to pay the most attention to. I think there's a universal lack of understanding.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: Many of the recommendations you made are pretty much in line with the "Kids Need Libraries" list. I was interested that the Young Adult Library Services Association had endorsed the ESEA school library bill and the Omnibus Children and Youth Literacy Initiative. In endorsing that, are you endorsing it as a complete act or just the parts of it that deal with youth?

ELIZABETH O'DONNELL: I thought somebody might notice that that's what I had done. We endorsed all of them. We endorse the Omnibus and we endorse the ESEA revision in it's totality. In putting together my presentation for today, I knew that there were going to be some school people here and that there were going to be some children's people here. Since I was representing the Young Adult Library Services Association, I wanted to particularly focus on that group. I also think that, in the total scheme of things, the young adult initiatives haven't been addressed. There are acts for children and for schools but the youth services and public libraries found there's not anything there for them. I think maybe that's another reason why I specifically focused on that particular act. But no, the association itself had supported all of the documents in their entirety and would like to see them all fully supported, but we're realistic enough to know that they might not pass totally.

J. MICHAEL FARRELL: Commissioner Adamovich?

SHIRLEY ADAMOVICH: I think she's answered my question. I was just going to ask you, if you could do one thing that would improve services for young adults and youth, what would be the first thing? What do you think we need? Do we need money? Counseling? Interagency kinds of committees? I know it's hard to work with the young people today between the ages of say, 12 and 18.

ELIZABETH O'DONNELL: I think you need people in the libraries who have been trained and who have been trained in services to young adults and who understand this age group. I think the most important thing that we need is the proper people.

SHIRLEY ADAMOVICH: So that might translate into some sort of an educational program for new librarians, perhaps.

ELIZABETH O'DONNELL: When I was talking about the training of the generalists, I think that within our association things are falling into place right now where we have a lot of documentation. It doesn't do any good just to publish it and then set it aside and ask why we particularly wanted to do this demonstration project of serving the underserved and training people and getting them knowledgeable in networking with this age group.

SHIRLEY ADAMOVICH: Thank you.

J. MICHAEL FARRELL: Any questions?

public, college, school and so on, to gain access to Internet and to share technology -- is that the kind of thing you would like to see supported?

ELIZABETH O'DONNELL: Certainly.

J. MICHAEL FARRELL: Thank you very much, Mrs. O'Donnell. And again, is there anyone else who can supplement the record with further statements? Next is Joan Ress Reeves. Welcome Joan. It's always good to see you.

Joan Ress Reeves -- White House Conference on Library and Information Services Taskforce - (WHCLIST)

JOAN RESS REEVES: It's good to see you too, Mike. My name is Joan Ress Reeves of Providence, Rhode Island. I'm a past chair and present steering committee member of the White House Conference on Library and Information Services Taskforce (WHCLIST), past chair of the Rhode Island Coalition of Library Advocates (COLA), and a member of the American Library Association's Committee on Legislation. Like Commissioner Farrell, I'm not a librarian. I'm a volunteer who loves libraries and I've spent most of the past 15 years working to support them. It was the National Commission that inspired me! NCLIS ran the 1979 and 1991 White House Conferences on Library and Information Services (WHCLIS). I was a delegate to the Governor's Conferences preceding both the White House Conferences, and I was a member of the 1991 White House Conference Advisory Committee. For three years I chaired WHCLIST, the White House Conference Taskforce, which monitors conference resolutions. Whenever we meet, WHCLIST members learn from each other and invigorate each other. Now we are working to help implement the recommendations of the second White House Conference, whose top priority was the Omnibus Children and Youth Literacy Initiative.

We in Rhode Island are positively puffed up with pride that our Congressman, Jack Reed, has proposed the Elementary and Secondary School Library Media Act in the House. This is a crucial first step toward improving our Nation's school libraries, which are generally in a dismal state.

Should Federal funds go to school libraries? I think they should, because I believe that it's a national responsibility to make sure that there is at least a minimum standard for school libraries throughout the country. We talk about the haves and have-nots. It's poor economy to deprive our kids of the wealth of education and information that they could get in our school library media centers.

"If you think education is expensive" the bumper sticker says, "try ignorance". If you think school libraries are expensive, try illiteracy.

Literacy programs are zeroed out in the present Administration's budget under the Library Services and Construction Act.

Let me tell you a couple of stories about literacy. We have a superb family literacy center in Providence called Dorcas Place. It's a non-profit agency threatened with funding cuts from the

State. The agency works closely with the Providence Public Library. A student wrote this letter:

"I go to school at Dorcas now. But before I came here, I was a robber, a cheat, a prostitute and every other thing you could think of to break the law. I did these because I had no other way to survive. I spent a long time in prisons so it cost money for you to lock me up. It has always cost the citizens. They were the victims, victims of ignorance. Thank God for Dorcas Place. They're showing me another way to make a living. They're giving me the education I need to be a productive member of society. I have never sat down and written a letter to anyone asking anyone for anything. I always took what I wanted. The most important thing in my life today is to be a positive role model for my children. So, I beg of you to give us a chance. My life and my children's lives depend on it."

Let me tell you another literacy story and those of you from North Carolina should be happy to hear this story because it's really a model, Commissioner Swaim. My predecessor as chair of WHCLIST was Mary Kit Dunn, who founded an outstanding literacy program in Greensboro, North Carolina, supported by all sectors of the community: individuals, corporations, unions, the media, schools, libraries and more.

Mrs. Dunn tells about one happy result of this program. A young boy in a disadvantaged community wanted to learn to use his library's computer. The librarian invited him to come to the library, do his homework and then learn to use the computer. After several weeks, the boy started to bring his friends along. They now have a computer club that meets weekly -- after the kids finish their homework. The librarian is available to guide them with their homework and their reading, of course.

My inspiration for volunteering for libraries isn't only the National Commission, it's my library, the Rochambeau Branch of the Providence Public Library, of which I was a trustee for several years. I grew up in Rochambeau. I know how important libraries are to children. From the time I was three, my mother walked me up the block to the library at least once a week. I will never forget the joy, all through my childhood, of browsing through the shelves, taking out any book that looked appealing and knowing that when I got home and started reading, I would be immersed in a whole other world in an exciting story that I wished would never end. But end it did -- and then I would start a new book and I'd enter a new world. When I was in Rochambeau last week, that special musty smell you find only in a library again brought those childhood memories back to me.

But the bad news is that budget cuts have forced my branch to close on Sundays and most mornings. That's bad, but not half as bad as the small branches, all in poor neighborhoods. Their hours are cut to the bone.

Rhode Island has been hit especially hard by the recession. Who suffers most from these cuts? The very people who need libraries most: students who could pull themselves out of poverty through learning, kids whose futures might depend on the education,

information and recreation that a library provides free. That's the bad news.

The good news is that the wonders of technology are here now. Ninety-six percent of Rhode Islanders are linked electronically through CLAN, Cooperating Libraries Automated Network. My CLAN card entitles me -- and any child -- to borrow and return books anywhere in the system. Libraries that can't yet afford to belong to CLAN can be part of a CD-ROM system with the endearing acronym, QUAHOG -- very Rhode Island -- which stands for Quick Access to HoldinGs.

Best of all, our Public Utilities Commission has mandated that the New England Telephone Company provide a free computer connection and free telephone lines through 1995 to every publicly funded school, public, academic and other library in the State. That means that our kids can be connected through libraries to the Internet, which gives them access to all kinds of information all over the world. They can even communicate with other kids around the world.

The same lines will carry the Ocean State FreeNet, which will give all Rhode Islanders, young and old, free computer access to information on State and local government, library services, health care, social services, you name it. Rhode Island is the first State to have this capability. I will be sending you more information about the FreeNet when I send you written copy of my testimony.

Through technology we can, as Barbara Weaver, our director of State Library Services points out, smooth out the bumps between rich and poor. Because these resources are shared statewide, children and young people have access to a world of information -- and then their school and public libraries can tailor their own resources to the needs of their own communities, whether it be reference books for teenagers or pre-school story hours.

What an incredible way to stretch scarce dollars and provide a treasure chest of library and information services to all our children and young people! Thank you for letting me tell you how I feel about library and information services for children and youth.

J. MICHAEL FARRELL: Thank you very much, Joan. One question, which came up at the NCLIS budget hearing a few weeks ago in Washington: Do you need more money and, in my term, bricks and sticks, for building, or should the focus of the money be training, technologies in Rhode Island or maybe the northeast? I know you're a national constituency yourself. Could you comment on that?

JOAN RESS REEVES: I think that's going to vary from location to location. I'm sure that there are libraries that need some bricks and mortar. There are libraries that are just impossible, obviously, and will need buildings. But I think that nowadays, because of our emphasis on technology, the building becomes less important and what becomes more important is the capability for technology and particularly the training for librarians -- and the hours. We need to keep those places open. Whether they're fancy buildings or not fancy buildings, the doors need to be open. I walked in here today and I noticed this magnificent building is

closed on Sundays when everybody is free to come to the library. That's heartbreaking and that's budget.

J. MICHAEL FARRELL: It's my understanding that library schools are closing. I think the number of graduates has remained pretty much constant, but some schools are closing. What is that a reflection of -- lack of interest? Why would schools be closing if there is such a need for training and personnel?

JOAN RESS REEVES: Commissioner Farrell, I am not a librarian and I really am not an expert on it. I think you might do well to ask someone who is a librarian, like Commissioner DiPrete and others. I believe that it's a reflection of, perhaps, a lack of priority that the parent institutions place on libraries. There are institutions where library schools really ought to have stayed open but their universities did not see this as important. They were unwilling to commit money to keep them open. Libraries are not "sexy" in that sense. People are not out there giving enough money to keep those institutions open. In my opinion, that's one reason.

J. MICHAEL FARRELL: Is Dorcas Place totally State funded?

JOAN RESS REEVES: No. Dorcas Place is a non-profit, private organization which receives some State funding. I give money to Dorcas Place every year. But the private money, as always, is soft money. So it's the money allocation from the State government that they have been able to count on and that enables them to keep doing their programs. It is a partnership between private and public funding.

J. MICHAEL FARRELL: How does Rhode Island differ materially from other programs in the rest of the northeast? Are there similar programs in the northeastern region?

JOAN RESS REEVES: In terms of libraries or technology?

J. MICHAEL FARRELL: Technology, libraries. . .

JOAN RESS REEVES: Well, we were fortunate that we were able to get this terrific bonanza from the New England Telephone Company through the Public Utilities Commission. I understand that other States are in some ways benefiting, but we're small enough to link the entire State so that every single publicly funded school, public, academic and special library will be linked.

J. MICHAEL FARRELL: Are there similar CLAN cards in other States and regions?

JOAN RESS REEVES: This kind? Oh yes, absolutely. Many States have universal access cards. I think Maryland has them now.

J. MICHAEL FARRELL: I was just wondering if that is unique to Rhode Island.

JOAN RESS REEVES: Not at all. I think it's inevitable. More and more States are likely to do it if they find it's a very practical way to do business.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: Actually, I'll follow up on the PUC issues -- the Public Utilities Commission. One of the issues is the haves and the have-nots. For libraries to provide access to all the networks and so forth could be very expensive. Is there any Federal program

which could assure fairness in the form of access to the network?

JOAN RESS REEVES: I don't know of any Federal program, but I can tell you that I was testifying in Congress a couple of weeks ago and was telling them about this program. The chair of the Joint Committee on the Library, Congressman Charlie Rose from North Carolina said, "Wow! Could we do this in every State?" I said, "Oh, of course!" As I said, I don't know of any program. I think it would be possible for Federal funds to be directed toward this kind of technology. Certainly NREN, how ever that's going to come about, is the ultimate of networking, but who's going to pay that bill, I don't know. But we're going to see it in Rhode Island and we're ready to do it because they're laying down lines already.

J. MICHAEL FARRELL: Commissioner Adamovich?

SHIRLEY ADAMOVICH: Very quick question. I would like your opinion, Joan. I've been working on the National Education Goals and the library community's role in this type of thing. HR 1804 has been introduced, one section of which establishes a National Goals Panel and another, a National Standards Council. One of the objectives is higher performance areas and standards in math and science, art, history, geography and so forth. Do you think that the library community, librarians and trustees, should perhaps pursue the idea of incorporating national standards for school libraries through these panels?

JOAN RESS REEVES: I'm not sure if I know how to answer that. I can only tell you that in my own experience of standards -- I hear about school standards from my friends the school librarians and media specialists all the time -- is that it's very difficult to get those adopted. For one thing, as soon as money is short, everybody says, "Oh, we can't afford to meet standards any more." That's happening in Rhode Island. We've had people say, "We just can't do it. There's no money to implement it."

SHIRLEY ADAMOVICH: If we could afford it, would you approve of a national standard, or do you think State standards are more important than national?

JOAN RESS REEVES: I think probably State standards are where it should be. However, again, I do believe that the purpose of our Federal government is to provide at least a minimum kind of standard of equal access to information, to education, to library services throughout the country. I think that's why we have a Federal government, just so we don't have these terrible differences among States.

J. MICHAEL FARRELL: There is one question. Could you identify yourself?

VIRGINIA MATHEWS: My name is Virginia Mathews. I would just like to make a comment. I agree with you, Joan, that it's important to have State standards but, when I last looked at the State standards for school libraries, they were so low that they were laughable. Now that's standards, that's not guidelines, that's what's required.

JOAN RESS REEVES: Exactly. That's why I think we need our Federal government as well.

VIRGINIA MATHEWS: We have to have those sights raised because

again, many States just simply feel that a minimum -- a real minimum -- is all that's needed.

JOAN RESS REEVES: We don't have any in Rhode Island. Our last standards were published in 1964.

VIRGINIA MATHEWS: Exactly. That's about when most of them were published. So, they're meaningless. I think we have to have a national standard.

J. MICHAEL FARRELL: Thank you very much. Would you identify yourself?

BARBARA SELVITELLA: Yes, my name is Barbara Selvitella. I'll be speaking in just a moment after Joan, but I think the issue of standards is way too important to let go until I'm speaking. In the State of Massachusetts, there were no standards until my professional association, the Massachusetts School Library Media Association, created them. We are one of ten States in the country that has no State leadership in terms of school library media centers. I think that it's very important, because most curriculum areas in the country now are going national, that we too have national standards that can be integrated with these other particular sets of standards. I have a page from *Educational Leadership* that talks about what are the national standards and who's doing this and, unfortunately, the school library media standards are not even mentioned here. I think that A) the standards and B) the visibility. We have standards now but they're just not visible in the educational community. I think that's critical and that's something that you folks at the Federal level can certainly help us with.

J. MICHAEL FARRELL: You'll be submitting that for the record?

BARBARA SELVITELLA: Yes.

J. MICHAEL FARRELL: One more question or comment?

SUSAN ROSENZWEIG: Yes, a comment. My name is Susan Rosenzweig. I just want to point out that there are two kinds of standards we're talking about. One is standards for school library media centers or libraries and schools -- in other words, minimum standards for collections and trained staff and so forth. What I saw in the National Standards Task Force was that it was working on standards for social studies and so forth. They're talking about what students need to know in those areas. I was very upset when I saw that list of standards. Where are the library statements? What do students need to know in terms of finding information, using information, integrating it with their lives and everything else? Those are the standards I'm interested in. There are two separate issues in terms of standards. One is for the institution and one is for what kids need to know, the outcomes. When our kids graduate from high school, what are the library skills that they need to know.

J. MICHAEL FARRELL: I'm treating this as kind of a round-robin series.

THEA JONES: My name is Thea Jones and I will be speaking later also. When we talk about quantitative standards in Maryland, we're talking about the numbers of books. At the national level, we're talking about standards that are really outcomes. We're defining learner outcomes. Our library program encompasses all of those

learner outcomes. I'm not real sure that we want to come out with something else that says, "School Library Media." What I would like to see us come out with is someone buying into the need for that.

Commissioner Farrell, your first question to the first speaker, "Why do we need to be there?" We are the heart of the school. Everything that happens in that school comes through the library, so those outcomes or standards, or whatever the jargon is, do take place in the school library, integrated with everything else that's happening.

J. MICHAEL FARRELL: I'm glad you said that. My wife is a librarian, too. We have one more question?

MURRAY MARTIN: Outcome standards seem to be extremely important and they can indeed involve library and information services. There is, after all, a world of difference in outcome between using a library which has only 20-year old encyclopedias and no access whatever to databases, and being able to obtain current information and updated knowledge. The outcomes are very different indeed but, if you don't think about the library side, you tend to forget the information needed to reach those outcomes.

J. MICHAEL FARRELL: Thank you very much. Barbara Selvitella? Massachusetts School Library Media Association.

Barbara Selvitella -- Massachusetts School Library Media Association

BARBARA SELVITELLA: That's correct. Thank you. I'll just take a second here to shuffle my papers. I've been at the Massachusetts Library Association talking with them about Internet this morning and I just got in the car to drive here. I have several things to say, but I would like to first of all read to you a document that I received in the Internet a couple of days ago. It will speak to the question of technology. I am going to be talking about a lot of other things, but I really would like to read this to you. This is from a school library media specialist in California. He says: "I am sitting in the back of the room here in Oceanside, California watching a wonderful example of new Internet technology. The school here is participating in an environmental study of their local environment and then collaborating with students in Tennessee, Virginia and London, who have done similar studies. The Mackintosh screen that's projected in front of me has four windows. In each window is live video feed from each of those sites. There is a separate audio feed over a telephone line. The video is being passed over the Internet live with Cornell University's SEEYOU, SEEME software. The curriculum that the students are using was developed by Yvonne Alandres of the Fredmale Foundation who teaches in the schools in Oceanside, California. The format of the meeting is that the teacher in Virginia leads the meeting by asking questions of students and scientists at his own and each of the other sites.

"Each of the students has read Vice President Gore's book, *Earth In The Balance,* in preparation for this project. Students have tested water locally and are reporting their findings to each other. First, Dr. Michael Nelson of Vice President Gore's office greeted the

students and then Dr. Robert Watson commented on the critical issues that they are dealing with. Dr. Watson is the advisor to the Vice President on ozone and global warming. He spoke of the imminent dangers of global warming, ozone depletion and the increasing loss of biodiversity. He spoke of how this is effected by automobiles, energy consumption, agriculture, etc.

"The students at Oceanside studied the San Luis Rey River near their school. This river has a serious problem with agricultural runoff and oil pollution. This leads to a nitrate level of 44 parts per million which is devastating to many life forms. The students use a device that tested the amount of light that comes through the water. They tested pH and oxygen levels as well. The students in Tennessee tested a river under the authority of the Tennessee Valley Authority, which was established by Congress in 1933. It helped conserve natural resources in the area. There seems to be some good news from that site. The students studied records from the TVA and found that oxygen levels had increased over the last 13 years and the acidity level was decreasing.

"The students in Virginia were studying the Potomac River that has suffered greatly due to the recent 400,000-gallon oil spill. A student named Sarah from London spoke of the Crane River where they did rubbish surveys, nitrate tests and formic counts. There was some good news from this site showing that progress can be made. A Mr. Eggington from the London Ministry of Science asked the students in Tennessee what their most disturbing finding was and a student said that it was urban runoff. The students felt that national leaders should designate a national water day to focus attention on these problems. They also felt tougher laws and heavier fines for polluters were in order."

There were several other questions that were passed back and forth. These are included in such things as comments as how important it was for them to be able to talk over the Internet and be able to participate and research and to collaborate. These students, by the way, were sixth graders.

The reason I'm reading this to you is for several reasons. These people were able to meet in a global village concept. In my other life, when I used to be an instructor at the University of Massachusetts in speech communications, Marshall McCluhan talked about the global village. It has come home. It is here. We are able to do it. This kind of technology makes learning exciting for students, it makes it meaningful for students. It means that they are able to really understand the concepts that are going on. It gives them self-esteem. These people are being treated by scientists as if they are scientists too, which they indeed are. I bring the letter up just to talk about what's new and exciting out there and what we can be looking for in terms of our school library media centers. I think it comments on the standards. All are things that we need to think about. Yes, indeed, we are part of all the outcomes of all these other areas, but very often we are not made visible.

Again, I do say to you folks that that's the kind of thing that I would like the Federal government to think about

doing. I attended the White House Conference. I was part of a Massachusetts delegation and I was very excited about the outcomes that we saw there, obviously, with the whole attention to children, but I was very disappointed also in the endeavor gap throughout the country. Here we were, sitting in Washington, D.C., doing some of the most exciting things -- to me and to many other people that I have to deal with day in and day out -- and there was very little of a ripple in terms of what was really going on there. I think that what President Teddy Roosevelt used to call the bully pulpit is one thing that the Federal government always has, that we don't have as much of, as far as the access to, although we can certainly do our share of it at the State and local level. I do think that the Federal government can take the various studies that have been done recently and certainly talk about them in a very significant way. I don't know whether anybody else yet has talked about this study, but this is the study from Colorado that was completed in September 1992, called *The Impact Of School Library Media Centers On Academic Achievement*. Here is a study that has been made that is probably one of the finest studies in terms of the research that has been done and does, as far as its outcomes, really prove that school library media centers make a difference.

When we're talking about the six National Education Goals in this country, we have such highlights as, where library media centers are better funded, academic achievement is higher, whether their schools and communities are rich or poor and whether the adults in the community are well or poorly educated. Better funding provided to a media center fosters academic achievement by providing students access to more library media center staff and larger and more varied collection of materials. Among the predictors of academic achievement, size of the library media center's staff and collection is second only to the absence of at-risk conditions. Library media expenditures and staffing however, they say, tend to rise and fall with the total school expenditures and staff. And finally, students whose library media specialists participate in the instructional process are higher academic achievers. I believe that this is so important and again, we could use people at your level, at the National Commission level, to help get this kind of news out. I was asked several years ago by the superintendent's committee in Massachusetts to tell them why it was important. This is the answer. This is why it's important that we be involved in every part of the educational process. This kind of study has not yet been done for the public library children's rooms. I think there is certainly room to do that kind of study there as well. In addition, in this kind of booklet, which is something that's hot news for all of us and this is very sexy as far as librarians go because the research is here, they talk about all the other kinds of research that has been done over a period of years. There's some significant and very telling factual information here that I think is just not getting any press and really needs to get press.

We really are thinking lots more about showing why we exist and I guess the question you must have asked at the beginning, somebody else made reference to is, "Why are we here?" In part, it is because of this. I don't have to tell you that the status of school libraries in Massachusetts, however, is not very good. My association, as I said before, is the only real point of leadership in Massachusetts. There is no school library media leadership at the State level. Consequently, we have done such things as to form our own committee to set standards and to model them after Federal standards as far as the collection and the staffing and the kinds of duties that a school librarian would do. Almost all of us are full-time library media specialists and volunteers at this kind of a job.

We also did a telephone survey last year. In it, we found the following statistics: 95% of the high school library media centers are staffed by full-time, professional library media specialists; 55% of the middle school library media centers are staffed by a full-time library media specialist and only 30% of the elementary school library media centers are staffed by full-time, professional library media specialists. In the case of the school libraries in the elementary level in this study, 55% of them did not have a full-time professional but did have some professional counsel time -- maybe one day a week in many of the cases. In Taunton, Massachusetts, there is one person for 13 elementary school libraries. It's hardly worth the effort sometimes when you try to get out to those kinds of students. Studies that we have seen show that, the more often a school library media specialist is available, the better the kind of activities are created and so forth.

So you can see why we're in despair about this. Also, as far as school time, many of those middle schools are sharing somebody. Some of them were run by volunteers, very nice people who were just trying to help out and keep the doors open, but the kind of program that's needed in this technological environment simply wasn't there. I think that in itself is difficult. There is just not that respect for the need for school libraries in Massachusetts.

Again, I think that's part of the reason why the Federal role is so important. The kind of legislation that Senator Sarbanes and Senator Simon and Congressmen Reed are talking about at least will light up again the need for school library media centers. I would, however, suggest that that's just the beginning. Our school system, which fortunately is one that takes very seriously its need to educate its students, goes through a development, implementation and evaluation process. I think that kind of process is also necessary for any kind of funding that you come up with because I think that you need to see where it's going and how it's being spent.

I think there is probably room for partnerships between urban and suburban school systems. Very often, urban school systems are considered much more unique than those of us in the suburbs or the rural areas. Frankly, they probably are in many, many ways, but often they don't have the training or the kind of people resources to help them

suburbs or the rural areas. Frankly, they probably are in many, many ways, but often they don't have the training or the kind of people resources to help them really make much of the funding that they do get.

So, I think there needs to be some readjustment in this whole issue. We make a lot these days of the education paradigms shifting and for having resource-based education and we're talking a lot about property of learning and so forth, all of which can really just be integrated with the kinds of things that we do in the school libraries. However, as I mentioned in the Colorado report, what happens is, the paradigm has shifted from that but, whenever the cuts come, paradigm slides right back. It slides back to the 1950s, it slides back to classroom-based education only, textbook education only. And so I think again that the Federal government can help out with more programs. In among all these studies that I've been looking at recently and that many other people have been surveying is one that speaks about the goal of science and mathematics education. It was a study conclusion that, by comparing a group of students who did science education with textbooks only and science education with reference materials from the school library media center and the school library media center specialists with a teacher, those students who had the second format did far better in their academic learning. So once again, the facts are there. We just need to get those kinds of facts out. I think a lot of people have talked about the information explosion. .

J. MICHAEL FARRELL: Could you summarize?

BARBARA SELVITELLA: Yes, I'd be glad to. Sorry, I didn't mean to take that long, I thought we were doing fine. I think facts are meaningful. We've got lots of them these days. A gentleman by the name of Wurman has talked about this in his book, *Information Anxiety*. He cautions that, unless students are taught a system of learning and processing information, the facts are of little or no use to them. And again, I think that's where school library media centers and school library media center staff can certainly help.

J. MICHAEL FARRELL: Thank you very much. How many members are there of the Massachusetts School Library Media Association?

BARBARA SELVITELLA: We have 505 as of this morning.

J. MICHAEL FARRELL: Is that representative of most of the school media personnel?

BARBARA SELVITELLA: It represents approximately half of the people who are school library media professionals in Massachusetts.

J. MICHAEL FARRELL: Roughly?

BARBARA SELVITELLA: Yes, approximately, give or take. We also include people who are professionals or students in training and so forth.

J. MICHAEL FARRELL: Is there something similar to Colorado being done in the northeast at all?

BARBARA SELVITELLA: Not that I am aware of. I know Colorado received special funding for that and they had really done a pretty significant job putting that together. It can,

J. MICHAEL FARRELL: You think that Colorado's conclusions are accurate nationwide?

BARBARA SELVITELLA. Yes. They were quite deliberate and careful about the ability to duplicate the study. They can give you chapter and verse of exactly what they did in order to perform this study so that it would be not particular to Colorado.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: One of the things that you mentioned is that it does not seem to be an evaluative study. Do you think that is a weakness or do you think it should be built in?

BARBARA SELVITELLA: I think it would be helpful to build in. Obviously, we're dying for the money and people would probably not turn it away. I think it would just show the public a better kind of responsibility toward the money. I also think that we can do very well to have done the studies of this nature to show what we're doing. I think we're in the accountabilities scenario that will never stop these days. I think we need to really look at it hard. Even in the good old days when we had the money, once upon a time before in the 1960s, very often that money, I recall, would come at the last minute, people would rush around to buy materials, there wouldn't be a lot of consideration on the collection development. Some people had very significant plans, don't get me wrong, but we do need to be accountable and I think we need to build the amount of material available to show the kinds of efforts we have and the kind of effect that it has.

J. MICHAEL FARRELL: Thank you, very much.

BARBARA SELVITELLA: You're welcome!

J. MICHAEL FARRELL: Is Bob Tinker here? You have to leave by three, I understand. Bob is the director of Technology Educational Resources Center here in the Boston area. Welcome. Thank you, Bob, for your patience.

Bob Tinker -- Chief Science Officer, Technology Educational Resources Center, Boston, MA

BOB TINKER: It's a pleasure to be here today. Thank you for inviting me. I feel very strongly about information resources and their widespread availability, which has been the historical mission of libraries. As you no doubt have been told over and over again, we're entering a new era of electronic communications that's going to totally revolutionize what a library is and how it looks, but not so much what it does in the fundamental sense. I am extremely excited about digital telecommunications and about the National Research and Education Network, NREN. I am deeply concerned that "E" is being lost in NREN. There really are two "Es". I think when the acronym was first invented, the "E" really meant that the big machines on which they were going to do "R" happened to be located at institutions where also there was some "E" going on. It's good to wave the "E" flag.

The NREN was really developed to tie together super computers, in my own slightly paranoid view, because they

actually have more computational power than they know what to do with and want to get more people to use the damn things because they were so expensive. And then all of a sudden, this superstructure arose that everybody was using, not to do super-duper computing mostly, but for sending little messages back and forth: "What did you think of Joe's paper?" "Have you heard what's going on in gap analysis in England?" I think people have been far too slow to recognize the true educational potential of computing, as I call it, and I believe that it really can revolutionize what libraries do and how they do what they do.

The idea is, after all, that libraries facilitate student learning and particularly through student investigations, student research. I see that as being enormously increased by digital telecommunications because you are putting into student's hands -- if you do it right -- the resources to reach all kinds of information and to collaborate with other students and adults, youth all over the world. That can be both very exciting and lead to very important education. I should say that my organization, TERC, is a non-profit that's concerned specifically with math and science education. We have about 110 people, highly devoted to trying to improve the way math and science goes on in the United States and internationally. Our reading of the problem is that there is far too little support for student intellectual activity that follows their own interest and allows them to do their own project and activities, either singly or collaboratively. Much of the work that we have been doing has been oriented for facilitating that. The single thing that we've done that is most widely known is the development of what's known as "The National Geographic Kids' Network", which involves a quarter of a million students each year in collecting and sharing environmental data over networks. That is, I think, the tip of the iceberg of the kinds of things that we're looking at. One of the things that made the kids' network particularly successful was that it made very modest use of telecommunications. A lot of what you hear about, when people wax eloquent about what digital telecommunications can do, is high bandwidth applications; sending video all around and giving kids access to super computers at the other end of the world and so forth. Those have their role, perhaps, but what concerns me are the equity and widespread use. It is fully within our power here today to give every student in the United States, every youth in the United States, access to networks. Doing that and providing the surrounding support -- that is, curriculum support and inducements -- would make enormous impact on all forms of education. I can speak very authoritatively from the impact it would make on math and science education. I don't want -- I don't **need** high bandwidth access. If each student could send a thousand bytes, a kilobyte of information each day, that would be in fact a thousand times more than the average student does in the kids' network. The average is between one and ten bytes a day over the course of eight weeks. They could send a thousand bytes each day, it would make

and ten bytes a day over the course of eight weeks. They could send a thousand bytes each day, it would make an enormous difference. The research they could do, the collaboration, the studies, the access to information would be truly revolutionary and it would really only add perhaps 5% to the load of the current, existing Internet, NREN capability.

We are not talking about a highly expensive operation, which brings me to a point that I think perhaps has been largely overlooked: education has rather different needs. The "E" needs are different from the "R" needs. The "R" needs, the research needs, the emphasis is on high bandwidth, high capacity, high switching, ten gigabit level bond. We don't need that in education. What we need is access to the masses. We need equity. We ought to have, as a national goal, something that could be easily obtainable, which would be telecomputing access for every child at the level of one kilobyte a day five years from now. That would require a configuration which is somewhat different from that which exists and which is contemplated in the legislation for the NREN and super computing networks -- namely, a lot more access, a lot of access that is dial-up, a lot of access that is provided to the community through local servers, presumably in schools and in libraries. It is that building of the infrastructure which is the most important role for the Federal government, I believe -- that is, providing very widespread access at low bandwidths to large numbers of students. Part of making that work at low bandwidths is, in fact, to do something that might be a bit controversial, which is to provide very strong control over that access in terms of the amount of data that flows back and forth through the accounts and how the accounts are handled.

The current network today could not register four million new users that education would provide. There needs to be some design, a new layer of software that provides an additional set of constraints to access to the existing network. The image that is so often conveyed today of how networks could be used in education is one that you hear a lot about called surfing on the network -- or fishing. The idea is, you go out and look around and find out and somehow or other access these gobs and gobs of information. This is not how the resources will be most easily used in education. They need to be put together in terms of products that solve educators' problems, whether they be access, information or communications. The Kids Network is a perfect example. Teachers purchase a whole package which includes curriculum, material, access to the network and everything else. They can drop it in their class and they've got an eight-week unit that does good science and math education and does it in a way that looks familiar and not threatening to the teachers. It has software in it that is extremely easy to use. We put a half a million dollars into the development of this software just to make it so that you could turn it on and run with it. It solves the problems of educators -- that is, it addresses science problems and issues that are in the curriculum in a way that is exciting and educationally valid and tested. That's

what educators need. That's what students and youth need on the network. It goes far beyond the hardware, the connection and the wiring -- the iron that makes the whole system work.

So, my second recommendation and for the Federal role is to think about education in a systemic way -- that is, to provide a whole set of educational resources available to networks that could be used. I've expounded on this in some length in an article that I've written in our most recent newsletter, *Hands On!*. Actually, last summer I prepared a proposal which was, as so often happens, a little ahead of its time, I guess, and which was not funded. In it I asked educators throughout the United States what they would do, what kind of services they could offer, if we seeded them a little bit with some funding to create these educational services. When I'm saying educational services like the National Geographic Kids' Network, it's totally in the sense that it was packaged, available and ready for teachers, but in many different modes. It could be problem-solving, it could be communications, it could be access to databases. I got dozens of fascinating proposals back from people and it's summarized in this article. I see I'm out of time, so I will defer.

J. MICHAEL FARRELL: Do you have any other recommendations?

BOB TINKER: Those are my two main recommendations: build an infrastructure that's more appropriate for low bandwidth, wide-access education and seed it with educational resources that make sense to educators, such as described in this article starting on page six.

J. MICHAEL FARRELL: Do you want to make that article part of the record?

BOB TINKER: Yes.

J. MICHAEL FARRELL: Mr. Tinker, you're using the "E" and the "R". Are they mutually exclusive?

BOB TINKER: I think they have different needs and they result in different designs and they need different kind of financial support from the Federal government.

J. MICHAEL FARRELL: At the school level for children and youth?

BOB TINKER: Well, one of our great interests, in fact, is getting kids involved in serious scientific research. But the "Es" are different, I think, than the "R".

J. MICHAEL FARRELL: At the children and youth levels?

BOB TINKER: Well, I'm not sure what it means to have children and youth involved with "R" scientifically. When I say "R", I'm speaking of the scientific research for which the NREN was designed, like building models of global climate change. I realize that what you're thinking about is educational research in the library sense, which of course, is extremely important and part of good education.

J. MICHAEL FARRELL: I'm looking at the availability of the media to young students. That would be the door opening on to your research. I'm not an educator.

BOB TINKER: No, I am a very strong advocate of student research. I've gotten out of the habit of using the word because it scares a lot of teachers. I call them projects, activities, investigations, student-based activities. That's

vital part of education. It's vital and a missing part of math and science education.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: You said a non-profit organization?

BOB TINKER: Yes.

CAROL DIPRETE: It happens to be based here in Boston?

BOB TINKER: In Cambridge.

CAROL DIPRETE: Is it nationwide?

BOB TINKER: Our focus is nationwide and also international. It grew out of interest 28 years ago at M.I.T. back in the '60s when it was a first-round interest of education in science.

SHIRLEY ADAMOVICH: I have a short question. You said you weren't interested in the materials that broad telecommunications would bring in, as much as you were a narrow-end tool. I was thinking about our young children in the libraries where we have the small computers for them already and in the school libraries where they take great pleasure in graphics. Of course, a lot of that is in-house, it's not online. What do you envision online for grades one through six, for instance? It would not be a narrow-band, citation type of information we would principally get and you're not going to hook up to outside broad bands. What will these children be doing with the citations, -- or do you see it that way?

BOB TINKER: I have no problem with graphics and even computer-generated animation. It's live video that really eats up the bandwidth. That has a role too. I anticipated distance learning. The bandwidth, I think, has an important role, but I really see it as a much more cost-effective approach. Instead of the traditional live video where you are trying to get a signal back to the studio where the video is originating, you do the communications digitally to provide communications among students and between the students and what were the presenters when they made the video a year ago. I call that t.v. with telecomputer interaction, that is probably a hundred times less expensive on a per-student basis and a beautiful use of the digital networks within low bandwidth applications. Still, looking at video signals, the video signals have been delivered to them by post or late at night on the transponders. Live, interactive television is really quite impractical because of the cost and the synchronization problem of times. Who's teaching physics at 11:35 when I offer creative physics on the network? It's less than 10% of the total viewership.

J. MICHAEL FARRELL: Thank you very much. The record will be open until June 15th. If you want a written statement, you can submit the article.

THEA JONES: Can I just ask for clarification? I'm Thea Jones from Baltimore County, Maryland. I represent a school system of 96,000 plus students. We're doing distance learning, we're doing all those things. What we hope to do is some interagency cooperation and sharing of CD-ROM resources which really do require the wide-band use of video. If we cut that out now, as we're building a network, we're not going to be able to do the sharing of the resources that we're going to have to do in the future to keep our

costs down. I know that you're talking about text and data transfer, but we're really hoping that we have some more opportunity than just text as we look to the sharing and use of electronic resources from our public libraries.

BOB TINKER: My own personal opinion is that the most important issue basically is education. It could be addressed in a very healthy way with higher priority emphasis on low band.

J. MICHAEL FARRELL: Any further comment?

MURRAY MARTIN: Murray Martin. It sounds to me to be something like the old row between the mainframe computer and the mini computer. Both have their uses and neither should be neglected in terms of bandwidth in developing what we're talking about, but we should think about how it's used and what it's used on. My very great concern is to develop accessible, digital information in all fields and that is very unevenly developed now. I presume you would agree with that.

BOB TINKER: Yes, I'm sure we're part of the problem because we're dedicated to math and science.

MURRAY MARTIN: I'm a humanist myself.

BOB TINKER: Let me say something about the evenness of the high bandwidth, low bandwidth. I feel as though the research community, vastly more powerful and better funded than the educational community, is tilting the balance heavily toward the high performance network. I think maybe it's sort of exciting, but I feel the need to tilt in the other direction.

J. MICHAEL FARRELL: We have one more question.

SHIRLEY ADAMOVICH: I'm just curious. You've probably heard of CLIN, the Community Learning and Information Network, sponsored by the U.S. Chamber of Commerce, which is very much interested in an interactive content. Are you folks working with them or interested in what they are doing?

BOB TINKER: I've been in close communications with the various people, in particular, Jack Taub. I have a little trouble getting all the focus. It seems like a lot of different things in a pot. They're trying to appeal to a very broad audience. After several conversations with the CLIN people, I still don't really understand what their educational philosophy is and where they're going with that. Basically, the idea of turning a school into a community resource that has at its focal point a set of good intellectual and technical tools that can be used in the business community and the school community and home community and the armed forces seems like a very sensible idea. That's my feeling on it.

SHIRLEY ADAMOVICH: One last comment. There is a role, of course, for the traditional material such as books to back up all of this. Are you folks working with math and science in conjunction with textbooks?

BOB TINKER: Yes, yes, very much so. In fact, a good third of our projects had nothing to do with any technology. But, as costs escalate and so forth, we're increasingly finding in our planning that resources, background material -- like the project called the global lab where we engaged student research on environmental issues. We

planning that resources, background material -- like the project called the global lab where we engaged student research on environmental issues. We were provided with huge amounts of resources, background readings, books and so forth. A dollar CD-ROM looks so much attractive than a thirty-dollar stack of prints. It's really phenomenal. So increasingly, CD-ROMs are our way of moving the stuff from point A to point B.

SHIRLEY ADAMOVICH: Thank you.

JOAN RESS REEVES: I'm Joan Ress Reeves and I have a small comment to make. I'm a trustee of the Rhode Island School of Design and chairman of the Education Policy Committee. Yesterday, we did a tour of academic computing at RISD. I'm not sure whether I'm talking about the same ballpark that you are about wide band and narrow band but, if we are going to talk about arts education, which I feel is also extremely important, I think we're going to need some of that broad band for arts education, too. Some of that stuff can not be digitized in the same way, if I'm using the right word.

BOB TINKER: Technically though, we see even a very high resolution image of a still doesn't eat up much bandwidth. It's the moving stuff. .

JOAN RESS REEVES: The moving stuff, 3-D, walking through the room that's being designed.

BOB TINKER: That is high bandwidth and it is very expensive from an information point of view.

J. MICHAEL FARRELL: Mr. Tinker, thank you very much. Virginia, do you have a question?

VIRGINIA MATHEWS: Yes, could I just make one quick comment. Half the school libraries in the country don't have a telephone, so it's going to be a little hard to get the audio in. That's just a comment. The other comment, when you talk about buildings, I think we need to be a little careful. Somebody said the library building wasn't going to account for much. I think that all of these folks, the young people, the old people and so forth, are going to need a comfortable, convenient, mentoring kind of place to be when they have these experiences. This doesn't have to do exactly with the subject of this hearing, but Title II of LSCA, which is for buildings, to spark -- to be a carrot for local building firms --has been cleared out in the Administration's budget. I am aware that sticks and bricks are sometimes easier to get locally and so forth, but I would very much hate for us to get so caught up in the idea that the library doesn't have any walls, it doesn't have any presence, it doesn't have any warmth, it doesn't have any chairs -- we're all up here looking at the glitz or whatever we're looking at. I just think we need to think about this a bit. Lots of people haven't any place at home to diddle on their computers and access information. I think we need to continue to think of a library as a place and I'm thinking particularly, I guess, of the public library but also the school library.

BOB TINKER: On your first point, let me point out that the telephone company in the State of Rhode Island has just offered free accounts to education institutions. It is a very despairing notion of school finance that causes me to come down so hard on a

J. MICHAEL FARRELL: Thank you very much. We'll take a ten-minute break.

(WHEREUPON, the Forum was recessed briefly at 2:50 PM and resumed at 3:10 PM)

J. MICHAEL FARRELL: The next presenter will be Carolyn Gray, Brandeis University Libraries. Welcome.

Carolyn Gray -- Brandeis University Libraries

CAROLYN GRAY: Thank you. I do appreciate the opportunity to come and share with you a perspective from academic libraries on the Omnibus Children and Youth Literacy Initiative. I want to first affirm the importance of library and information services for elementary and secondary school students. I know that many people will provide testimony that's much better informed in terms of the current status of library and information services for elementary and secondary school students. I want to speak specifically to the issue of technology for school and public library programs for children and youth. Academic libraries can play an important role in the improvement of schools by providing resources to assist school districts in developing and implementing strategies that help solve problems associated with teaching and learning.

In a number of areas around the country, academic institutions are working directly with local school districts in improvement efforts. An example of such innovative approaches is the Big Sky telegraph developed by Western Montana College of the University of Montana. It's a partnership developed to provide telecommunications and training to support education, business and community needs. They offer educational resources including library services and K through 12 lesson plans. That's only one of many examples of strategic partnerships that have been developed between schools and academic institutions. These partnerships are important to decrease the gap between the information-rich, higher education institutions and information-poor -- or information-challenged -- schools and public libraries. In a technological era depending upon the timely procurement of essential information, inequitable access will inevitably widen the historical gap between the rich and the poor in the United States. Public schools and libraries have the longest history of providing universal access to education and information resources. A new policy of universal access should evolve from the notion of public access to education and library services.

I'll note here that we -- and Virginia pointed this out -- don't want to use the telephone as the instance of universal access. If you look at the 1990 census, there are over 4.7 million households who do not have telephone service, so universal access has to go beyond the telephone services. Public schools and libraries are the obvious choices for pilot projects to demonstrate the potential impact of a universally accessible, national information infrastructure. Academic libraries have

the resources and the expertise to assist public schools in this development.

I suggest that there are three major roles that academic libraries might play. These include training for educators and high school students. By this, I mean such things as summer institutes for educators. An example of summer training programs is a program at Brandeis, called Summer Odyssey, which brings in science students from high school to work with a mentor who is a researcher on the science faculty. A senior researcher works all summer with a young student to get them interested in science. We feel that it's really important to expand that type of program to train educators and students in issues related to information literacy.

The second role is collaboration and resource sharing. There are a number of different kinds of projects that could be developed, the Big Sky project being one. Technology makes possible resource sharing in a way that has not really been possible in the past. Given that academic institutions have access to more of the electronic technology than schools do, it would be relatively easy to design collaborative efforts to introduce networking technology in the schools. So, you use your trained university professionals who are willing to work with schools. At Brandeis, we have recently -- not in the library but at the university level -- hired an individual whose sole role is to look at collaborative efforts with the public schools to work on issues related to educational reform. We want a piece of that to be projects related to information literacy.

The third role for academic libraries could be laboratories for innovation in technological applications. There are opportunities to be made available for high school students and teachers to work and develop laboratories as spin-offs from some of the technology that's available within universities. One of the concepts that you have heard about in terms of the National Research And Education Network is the analogy with a super highway. Academic institutions could serve as on-ramps for entry to the network super highway for public schools. Because academic institutions have already made the investment and connected to the Internet, and at this point in time there aren't enough financial resources available for public school students; it is feasible for many academic institutions to provide access to the Internet for public schools in their area.

If academic institutions serve as an on-ramp for the public schools, then we could have innovative programs. I'm not here to suggest any particular type of program. What I'm wanting to do is just outline some broad concepts and some roles that I think academic institutions can play in serving the whole educational reform initiative and looking at providing information services to youth and children. The needs are great and, in schools where there is no electronic network service, I think there's a need for collaboration. The collaboration would be between business, schools and academic institutions.

There are some initiatives in Massachusetts that try to work on those collaborative efforts. The businesses'

role is to provide seed money to the schools to develop innovative programs. The role of the academic institution then is to serve as a facilitator for getting access to the network resources. The needs are to ensure equity for high school students, especially those taking advanced placement or honors courses who are frequently asked to produce research papers. They often don't have access to the resources they need. Most school and public libraries have extremely limited resources. Without exposure to research materials and new technologies, both students and faculty are not able to develop the research skills they need. As a result, high school students and teachers alike frequently cannot make use of advanced research materials and new technologies.

A part of this proposal is enlightened self-interest. Academic libraries once could count on 98% of incoming students arriving with a knowledge of card catalogs and indexes in their school or public library. Even if a student had only used a *Reader's Guide,* it was still the same kind of card catalog and index. We in academic libraries now are seeing students arrive as freshmen who have no experience with electronic resources. Our library instruction and training efforts are increasingly geared toward the basic instruction and information technology. Many libraries like us have initiated information literacy programs, both to fill in the gaps and help students develop skills for an electronic future. Therefore, it is in academic libraries' interest to provide training opportunities and access to resources to students who will soon be in college.

I can envision a future in which school children have equal access to education no matter where they happen to be attending school. This can be made possible through training and access to technology. I see four roles for the Federal government in support of this. The first one is for the Federal government to support the development of the national information infrastructure. The second one is to support programs to provide support for collaborative programs among schools, colleges and libraries. The third is to provide supplemental programs which the market may not support. The fourth is to provide support for education and training and the use of technology. Public policy should then include policies to balance governmental needs against economic, political and social costs, and principles which promote equity and efficiency and provide adequate safeguards for individual privacy. We need to establish principles for the creation of the truly ubiquitous electronic information network with open access channels for the public. That's the end of my prepared remarks.

J. MICHAEL FARRELL: Thank you very much. Your presentation was in two parts: Brandeis and the Federal role?

CAROLYN GRAY: That is correct. I'm trying to use Brandeis as just an example.

J. MICHAEL FARRELL: As the Brandeis role, how would the on-ramp work or how does it work?

CAROLYN GRAY: The way that it would work, and it has been done in a number of different places, is that you would develop an area of your computer

that you would give to the public schools. Businesses or the Federal government would support the technology necessary for the schools to get in to that space. That area would not eat up much in terms of the resources at Brandeis, but it allows an entry into the national information infrastructure. The regional networks -- in New England, it's NEARNET, the New England Research and Academic Network -- there are networks like that throughout the United States which provide access to the national and international networks. What we have to buy is a piece of equipment and some software which allows us to get connected to regional networks. But there is a lot of open space there for other people to get on also. It's by no means being used to capacity in most of our academic institutions.

J. MICHAEL FARRELL: So one of the reasons for using this as an on-ramp is the compounding of the problem Virginia Mathews pointed out that some libraries don't even have phone lines, much less a general populace to get $4.7 million as promised.

CAROLYN GRAY: That's right.

J. MICHAEL FARRELL: You said, I think, is it the incoming students at Brandeis, a percentage of those who have no experience in electronic resources?

CAROLYN GRAY: That's right. I don't know the percentage.

J. MICHAEL FARRELL: Do you know the geography, though?

CAROLYN GRAY: We have a small incoming class, around a thousand incoming students, but we recruit throughout the world and from all 50 States. I think we have representatives from 48 States, not all 50.

I don't have an indication of the demographics. You see a difference in the quality of the questions that students bring to the table. A student yesterday came in to the library when I was on duty -- I spend two hours a week providing direct reference services -- the student was asking for films. I went through some reference books about films. He said, "I'm from Canada. In Montreal, all I have to do is go to the Film Board and there we have the resources and we can get all kinds of films." That's a very different kind of student and a different kind of expectation. I would say that he came from a very information rich environment and was a very sophisticated user who was willing to go someplace else to find what he needed when he asked: "Well, where is it? Where is your film library?" I suggested Boston Public Library.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: Carolyn, you mentioned that you felt that one of the Federal roles was supporting programs. Would you see these as either demonstration kinds of projects or incentives or should higher education institutions be involved? How do you see the Federal role supporting library programs specifically?

CAROLYN GRAY: I'm reviewing for the Department of Education in their library technology for college programs. It would seem to me that a similar kind of Federal granting program would be appropriate. So, some demonstration projects and some projects to get schools

connected to the Internet -- just as we have Federal funding to get colleges connected to a national bibliographic utility. Why couldn't we have some kind of funding to get schools the very basic technology? I'm talking about a low-cost kind of project. I'm saying with $10,000 for a school district, we could do some research and demonstration on a very basic level. But I think that we need to be doing that throughout the country.

CAROL DIPRETE: So, it would be some kind of an incentive to cooperate?

CAROLYN GRAY: That's right.

CAROL DIPRETE: The hardware and the training?

CAROLYN GRAY: And training. I might also add that I think this is important in terms of the economy in training the people to be lifelong learners. I think it is in our interest as far as economic viability to do these kinds of projects.

CAROL DIPRETE: I'm still curious. In New England, we're a bit unique in that we have lots of institutions of higher learning and it's a small area. Do you see this working in States where institutions are not as accessible?

CAROLYN GRAY: I grew up in Arkansas and I have worked in Texas and Illinois. I think cooperation is easier in some other parts of the country than it is here. Part of that is fierce independence. I love New England, but I think it is possible we don't cooperate enough.

SHIRLEY ADAMOVICH: I just have a very quick question. The person who hires is responsible for collaboration on developing programs and collaboration among the various players. Would he or she work in reference or be aware of the National Education Goals?

CAROLYN GRAY: Yes. This person comes out of the field of education.

SHIRLEY ADAMOVICH: So many of these things you mentioned would back up the goals. I was just wondering if there was a conscious effort to do so?

CAROLYN GRAY: Yes.

SHIRLEY ADAMOVICH: Thanks.

J. MICHAEL FARRELL: Any quick comment?

KEN WIGGIN: Ken Wiggin. I assume your access point would have a cost with it to the local school district and I just wondered why necessarily an academic institution might be a better access point than, let's say, a private company? There are many companies out there providing the same service.

CAROLYN GRAY: I don't think that we need to be competing with private companies and, if private companies can provide service at a reasonable cost, then that would be fine. I do not see this as being a money-making effort by any institutions, but I see it as being a part of our community service.

J. MICHAEL FARRELL: Thank you very much for a very interesting presentation.

CAROLYN GRAY: I didn't speak for Brandeis in terms of that offer to give away part of our computing resources!

J. MICHAEL FARRELL: Thank you very much. I appreciate it. Next we

have Susan Ballard, New Hampshire Educational Media Association.

Susan Ballard -- New Hampshire Educational Media Association

SUSAN BALLARD: I lead off a brigade of Susans that will shortly come up here. Chairman Farrell, Commissioner Adamovich, Commissioner DiPrete, I am submitting this statement on behalf of the New Hampshire Educational Media Association. NHema represents over 250 professionals and paraprofessionals practicing in school library media programs throughout our State. We are an affiliate of the American Library Association and its division, the American Association of School Librarians.

NHema has been concerned with the process leading to the 1991 White House Conference on Library and Information Services from the formation of the State steering committee and our representation to it; the election of delegates to our State conference, including many of our members; and ultimately, the election of delegates and alternates who represented New Hampshire at WHCLIS. I was very privileged to have served as an alternate delegate and the school librarian member of our State contingent. I was fortunate to have attended WHCLIS and to have served my State delegation as it considered the wide variety of issues raised regarding the best way to meet the information needs of America's citizens in relation to the Conference themes of democracy, literacy and productivity. I witnessed first-hand the unique opportunity which WHCLIS provided for dialogue and debate among representative delegates in order to reach consensus and prepare a report to provide the President and Congress, the framework with which to construct a national policy on library and information services for the next decade.

It was therefore a particular joy for me to return to my State and share with my school library and teacher colleagues that the Omnibus Children and Youth Literacy Initiative had emerged as **the** most supported Conference recommendation. I was elated to further report that the New Hampshire delegation unanimously supported the resolution. The membership of NHema enthusiastically embraced the WHCLIS final report and remains dedicated to the achievement of its recommendations. NHema is therefore encouraged that the Commission is continuing to focus its attention toward the implementation of the Omnibus Initiative, especially as it relates to the role of the school library media program and school library media specialists in helping students develop reference and analytical skills as well as a love of reading and learning as a lifelong pursuit. We recognize the essential role you serve to assist and advise on national policy implementation in the area of library and information services and literacy programs for children and youth.

We also recognize that this is the information age and, increasingly, access to and use of information have been cited as the key to success in any number of endeavors. In education, it follows that how that information is made available to students is an important

matter of concern. We are therefore supportive of the current proposed Federal legislation, the Elementary and Secondary School Library Media Act, as it provides the vehicle for the implementation of the school library-related recommendations of WHCLIS, especially in that it includes the establishment of an education resources division within the U.S. Department of Education and a provision of Federal funds for school libraries.

School library media programming, as well documented in research, has direct effect on student achievement and learning. The urgent need for schools to produce an information literate electorate and work force to succeed in an intensely competitive, global economy continues to escalate. Our citizens value the contribution of school library media programs and school library media specialists in educational lives of New Hampshire's youngsters. Many of them testified regarding their support during State Board of Education standards revision hearings held this year. However, in a northeastern State like New Hampshire, still reeling from the effects of the economic downturn, heavily reliant on property taxes to support local education efforts, and with no State funding for school libraries, the need for assistance to curtail an ever increasing crisis situation in many of our communities is more important than ever.

As information proliferates at astounding rates, the role of the school library media professional is to teach competencies and skills that will assist in the development of students who are effective users of ideas and information. Students are encouraged to realize their potential as informed citizens who think critically and creatively to solve problems, make decisions, communicate clearly, respect individual rights, assume responsibilities and appreciate that learning is a lifelong process. Supporting the concept of information use must be the availability of resource collections of sufficient size, quality and timeliness to meet student need.

In just a few short weeks, New Hampshire will send forth the young men and women of the class of 1993. Already, these soon-to-be graduates face a $4 trillion national deficit, a health care crisis, urban decline and unrest and the ever growing problem of illiteracy. Are we hoping that this class and the future graduating classes of New Hampshire, New England, the northeast and the country will somehow miraculously learn the problem-solving and critical thinking skills that they need if our schools and our communities remain without adequate information resources and the means to physically and intellectually access and use them? "Human history becomes more and more a race between education and catastrophe", wrote the great futurist, H.G. Wells The last time any major effort was extended by this Nation regarding school libraries was in the heyday of Sputnik and the great space race. How insignificant that race seems to the one in which America finds herself now engaged. How infinitely more dear the cost. What future might Wells foretell if he were an observer of these times?

NHema recognizes that school library media programs and library

media specialists are an essential part of the education infrastructure which, like other areas of this country's infrastructure, has been too long neglected and is in dire need of immediate attention. Our school libraries can help to span the ever widening gap which exists in our society by helping individual communities achieve the National Education Goals through the provision of up-to-date information in improved and expanded resource collections.

The members of NHema have already devoted thousands of collective professional development hours in order to retrain ourselves to keep pace with the information need of today's students. We enjoy an enviable partnership with our State Department of Education and have worked together with them to provide school library media specialists with a wide variety of professional development opportunities in resource-based learning. This summer we will join forces with both the department and Plymouth State College of the University System of New Hampshire in order to sponsor a major institute which will provide our members with collection development strategies for the '90s. We have also strengthened our cooperative efforts with our State library and State library association and we actively participate in combined networks involving all types of libraries and community agencies which serve youth.

As our students might say, we have done our homework and are quite prepared to be tested. What we require now is your support for Federal initiatives which will give us much needed seed money. In New Hampshire, we are quite used to bringing in a harvest, despite a less than hospitable environment. So, let us get to work. We are ready to roll up our sleeves and set to, as the saying goes. We think you and Uncle Sam will be delighted with what we produce and that future generations of American's will continue to enjoy the benefits of the fruit of this labor of love and necessity. Thank you for your consideration.

J. MICHAEL FARRELL: Thank you very much for an interesting statement. Just a quick question. Again, New Hampshire, no State funding for school libraries. Is it all local property taxes?

SUSAN BALLARD: Yes.

J. MICHAEL FARRELL: Are the school educational media specialists coming from New Hampshire's school system or are you drawing them from around the country?

SUSAN BALLARD: For our training program?

J. MICHAEL FARRELL: Yes.

SUSAN BALLARD: Essentially, there is no graduate level program in our State. Consequently, individuals who wish to be certified according to our State Department of Education regulations are required to enter graduate programs outside of the State. So subsequently, because we are fortunate to have a State Department of Education consultant, that individual, who will be testifying following me, has been able to bring in a number of programs for us to keep our skills sharp.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: No, thank you.

J. MICHAEL FARRELL: Thank you, very much. The Vice Chairman, Ms. Swaim, you have some help out there I noticed at this hearing?

ELINOR SWAIM: Well thank you. I am about to leave and go visit my children and grandchildren.

J. MICHAEL FARRELL: They're here today. Welcome!

ELINOR SWAIM: They were nice enough to bring me in and I've enjoyed hearing these people. I think it's an excellent hearing and I'm sorry I can't be here for the whole thing.

J. MICHAEL FARRELL: Thank you, very much. Our next presenter will be Susan Snider for the Commissioner, New Hampshire Department of Education. Welcome.

Susan Snider -- for the Commissioner, New Hampshire Department of Education

SUSAN SNIDER: Thank you, Mr. Chairman, Commissioners. My name is Susan Snider. I am here today representing the New Hampshire Department of Education where I serve as a curriculum supervisor for library, media and technology services. Commissioner Charles Marston regrets that he is not able to be here today and he has asked that I express our appreciation for having this opportunity to voice the views of the department in regard to the Omnibus Initiative.

The Omnibus Children and Youth Literacy Initiative is both important and timely. The fact that it emerged as the highest priority in the body of recommendations formulated at the 1991 White House Conference on Library and Information Services is significant. Research clearly indicates that, by providing resources and programs which support the development of reading and lifelong learning, we are providing the best preventive medicine for adult illiteracy. We need both public library programs and school library media programs and it is our hope that all of the titles which encompass the Omnibus Initiative will result in legislative efforts. As you know, there is currently before Congress a bill which would affect school library media collections and programs and implement much of the school library media title of the Omnibus Initiative.

I am speaking about the Elementary and Secondary School Library Media Act, introduced on January 28th in the Senate and on February 25th in the House. The passage of this Act would result in improved library media services by providing leadership and administering grants for collection development, innovative programs and technology integration. Since Title II of ESEA was incorporated into block grants in the '70s and '80s, funding directed toward the improvement of library media collections and programs has greatly diminished. In New Hampshire, library media resources are funded primarily by local property taxes. Many of the schools in New Hampshire are rural and quite small and require a greater per-pupil expenditure for library media resources to establish even a base collection. Furthermore, many rural schools do not have timely access to strong public library collections. School districts may choose to use block grant

monies provided through Chapter II of the ESEA for library media materials but, because there are many other legitimate educational needs competing with library media programs, many school districts choose to use the money for other purposes. In New Hampshire fiscal school year 1991 - 1992, approximately 10% of the block grant funding was used for library materials by approximately 20% of school districts. During the past 10 years, the percentage of the block grant monies used for library media programs has varied between 10 and 15 %. The use of the funds for computer education, on the other hand, has varied between 32 and 60% with a majority of the years' percentage hovering around the 50% mark. Now, this is not to negate the importance of computer education. Quite the contrary. The point is that there needs to be additional funding earmarked specifically for library media programs and resources -- print, non-print and electronic resources and the technology necessary for their use. We need elementary school libraries filled with picture books, fiction and current factual resources that meet the curriculum demands of the school as well as adult developmental levels of the students. In the secondary schools, we need information-rich environments where students are able to access and use current and accurate information in all formats. Today, technology plays an important role in information delivery and use and must be considered a resource as well as a tool.

There is much evidence to support the need for better libraries and literacy environments. It is no secret that well stocked libraries are key to quality reading programs. Numerous studies have focused on the impact of school library media programs and academic achievement. A recent study, which Barbara Selvitella referred to earlier, conducted by the Colorado Department of Education, indicates that, where library media centers are better funded, academic achievement is higher. Better funding for library media centers fosters academic achievement by providing students access to more varied and larger collections. Better funding can also provide more staff, which is key to providing access to information from both within and without the four walls of the library.

It is our hope that the Commission will support the passage of the Elementary and Secondary School Library Media Act. However, we would like to suggest that it be amended, A) to expand the concept of collection development and B) to include funding for State education agencies to provide staff development.

A) Within the Act, the establishment of the elementary and secondary school library media Resource development program earmarks funds for the acquisition of resources. We contend that it would be preferable to expand a concept of resource development to earmark funds to provide **access** to information and resources. Doing so would allow districts to purchase equipment and technology needed to access information outside of the school or to enter into partnerships with other libraries or library systems to provide better access to resources within the community and allow for the

acquisition of resources as well. Local districts have different needs depending on the level of the school, the size of the school, the location of the school and the quality of the library program. Federal guidelines should be as flexible as possible to allow local districts to make the best use of any funding provided.

B) The Act also establishes a school library media specialist and teacher partnership for instructional innovation program and a program for uses of technology in the classroom . In each program, competitive grants are awarded to local education agencies to fund the projects. We would like to see the possibilities of these programs expanded to include entitlement money for State education agencies to provide needed training and professional development to teachers and library media professionals in the areas targeted by the Act -- specifically, in resource-based learning and in technology integration. The retraining of library media specialists is crucial to responsible use of Federal funds.

As provided in the Act, grants for the acquisition of school library media resources and for programs should be administered and approved by the State education agency. We at the New Hampshire Department of Education are in a strong position to accept funding for library collection development and programs for the following reasons: 1) newly adopted standards for school approval require that each school have a written plan for the development and updating of a collection. This plan must be based on the analysis of the needs of the user population and the curriculum as well as an assessment of the strengths and weaknesses of the present collection and resources available within the local community and beyond. School districts cannot afford to spend limited funds for expensive resources without careful planning. Federal funds should not be allowed to flow to a local agency without assurance that they will be responsive to the needs of the school community. 2) Within the past four years, the department has provided staff development opportunities to school library media professionals and teachers in the areas of information skills integration, collaborative program planning and teaching and resource-based learning. Publications on these topics have also been developed and disseminated. The Library Media Institute 1992, sponsored by the department, the New Hampshire Educational Media Association and Plymouth State College, focused on the selection, use and integration of technology in providing access to information. The 1993 Institute's theme is collection development. Susan has already referred to that. It is evident that library media professionals in New Hampshire schools have had many opportunities to become knowledgeable about current practices in both education and library media and technology.

The department is proud of the many gains that have been made in our library media centers. Clearly, our school library programs and professionals support the goals to educate America by providing needed resources and by teaching students how to locate, evaluate and use information. With funds made available through the Elementary and Secondary School

Library Media Act, additional gains will be made for more students to have access to quality library media resources and programs. Thank you for this opportunity to speak.

J. MICHAEL FARRELL: Thank you very much. It was very interesting. I just have a couple of questions and then I'll turn it over to the other Commissioners. Block grant monies. Are you suggesting that monies are earmarked outside the block grant program for library media programs, or is it within the block grant program that would be earmarked and then they could wait for a block grant?

SUSAN SNIDER: I'm suggesting that perhaps we have another chapter for library media programs. We already have Chapter II. Perhaps we need a Chapter III for library media. Originally when we had Title IV, I believe it was, there was money that was categorically funded for school library media programs. In the '70s and the '80s, these resources were folded into block grants and then around 1981 I believe, it became Chapter II. We are able to -- as I pointed out -- use these funds for library media resources, but they're competitive with a lot of other very legitimate educational needs. There is nothing that is earmarked specifically for library media programs within Chapter II of ESEA. Within the School Library Media Act, there is provision for funding for school library media collections.

J. MICHAEL FARRELL: Would that take away the local authority of school boards who use money that's coming from the block grant for those purposes?

SUSAN SNIDER: It would depend on how the Act was written, how the law was written, I believe. I don't know that.

J. MICHAEL FARRELL: Your preference?

SUSAN SNIDER: Well, I think that, if we had categorical funding for library media, the block grant monies could be used for other education purposes.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: I am curious. You were certainly indicating that the State departments of education should have funds funneled through them, but we heard earlier that 10 States don't have anyone in their departments of education specifically designated for this special need. Are you suggesting that, if there's a commitment to the ESEA as it's written at this time, there will be more flexibility for the distribution of funds?

SUSAN SNIDER: No, because in most States, public schools and school libraries fall under the approval authority of the departments of education. With money flowing into the State education agency -- in States where there is no person responsible for library media programs -- it may provide an incentive.

SHIRLEY ADAMOVICH: Sue, you mentioned a couple of things the ESEA might do. One was to bring money into the State education agency for immediate funding for someone to help. I mean, you're there. Ten or 15 years ago we had two people there who were funded by ESEA. So, if this were the case and there were money there for personnel, that would take care of -- I would assume -- some of the

administrative work that would go along with administering categorical grants to school libraries. You had two points. One was the school media personnel possibility with the funding. Was the other training?

SUSAN SNIDER: The first point that I made was that the concept of collection development should be expanded to include access to information -- not just acquisitions. The second point was that the other two programs in the Act include money for competitive grants but not for training. There also needs to be the possibility of training because I think it's very important that library media professionals and teachers be retrained. I don't think it's smart just to send out money without knowing that schools are going to be able to make the best possible use of it.

SHIRLEY ADAMOVICH: So you could have training programs through the Department of Education.

SUSAN SNIDER: Well, you know, it could work in a lot of different ways. If there were money available for training, the department could contract with a college or a university to do some of that training. In our State, because we don't have a college certification program, we could contract through Simmons, I suppose. It could be used in a number of ways. I believe it should be flexible, but I do think that retraining should be a part of that Act.

J. MICHAEL FARRELL: Any further comment? Virginia Mathews?

VIRGINIA MATHEWS: I just want to speak to that a moment, Sue. I think that's a very important point because we still, after almost half a century that I know of, agonize about the fact that teachers are not taught in their education to work with resource-based tools. They're not taught to work in the school library. It's very important that be considered and I would like to see that put in so there would be a possibility of teaching and maybe model teams to model the kind of behavior that we're after because it's not always easy for people to understand. Case in point, just as something that we need to be aware of so that it can be responded if it comes up as the bill goes through. A State librarian said the other day, "Well gosh, if there are no school librarians, why couldn't the teacher partner with the children's librarian? That should be in there." I said, "Well, no. To say that is really not to understand how the school library instruction program works. It's got to be a school-based team." We left this behind when we left baskets of books from public libraries coming into the schools 40 years ago. I don't think we want to go back to that. It doesn't mean that the public librarians don't have to informed, able to provide homework help and all this kind of thing. In fact ,in some cases, if there is no school librarian at the elementary level, the public library is doing a lot of this work, but not doing it in the way that would meet the requirements of school reform. We're talking about an instructional team and, in order to get that across, I think the training program would be a very useful one.

SUSAN SNIDER: I know that in New Hampshire we have had a model training for teachers and library media professionals and the requirement has been to come as a team. Those people

have gone back into their schools and done some fantastic things. I think that we really need to have more of that.

VIRGINIA MATHEWS: I think there's too much other important work for the public librarians to do. There are two distinct kinds of work that need to be done and I don't think we can have one librarian from another agency doing the work that needs to be done in the school agency, any more than we would expect the school librarian to go and deal with the out-of-school-hours children, their families and other youth agencies. So, that's an important thing to be aware of in case it comes up because lots of people don't understand it. A librarian who serves kids is a librarian who serves kids and, to some extent, that is true, but it certainly breaks down when you're talking about curriculum and the development of an instructional program.

J. MICHAEL FARRELL: One more quick comment?

MURRAY MARTIN: In this case, I'm speaking as an academic, someone who teaches collection management. Your reference to access is very important for a reason probably quite different from what you were thinking. I teach collection management and there are in existence no good budget models or guidelines for a resource or access budget. They do not exist. We do not know how to handle properly the various kinds of expenses and costs to make a program. Everything has been cobbled together. That research is desperately needed. It's something which the Commission should think very strongly about because we talk about money every time, which is right. How you spend "money from the public library on the school" or "money from the school on the public library"? How is it being used? Until we have some better concept of how to put that together into a budget rather than writing a grant suddenly today and skimming off down here and trying to get something else, we will tend to waste the money. That's a longer comment than I meant. This is not what I will try to address tomorrow, but it's a very, very important point.

J. MICHAEL FARRELL: The next presenter will be Susan Rosenzweig, American Library Association. Welcome.

Susan Rosenzweig -- American Library Association Legislation Committee

SUSAN ROSENZWEIG: I'm Susan, the third of the Susans, the last of the Susans. I'm an adjunct professor at the University of Rhode Island Graduate School of Library Information Studies and an independent consultant. I am also on the ALA Legislation Committee and past board member of the Young Adult Library Services Association. I appreciate the opportunity to get on a soapbox to talk to you.

My remarks this afternoon will focus on a few of the priority recommendations of the initiative and will reflect my eight years of experience as the director of information services at the Center For Early Adolescence, which is at the University of North Carolina at Chapel Hill. The Center was founded in 1978 to promote the healthy growth and development of our Nation's 10- to 15-year-olds.

I would like to frame my remarks by posing the following questions and hopefully providing some answers to them. First, why focus on this particular age group? Second, what part can libraries play in responding to the needs of young adolescents? Third, what are the barriers to providing needed services? And finally, what is the Federal government's role in supporting library and information services and literacy programs for children and youth?

Libraries need to provide a continuum of services that span all ages of the population from infants to the elderly. But adolescents represent the most vulnerable, overlooked underserved, underfunded and at-risk age group. Young adolescents are at a critical juncture in their development. They are experiencing dramatic physical, cognitive and socio-emotional changes in an incredibly brief time span. They need support from their schools, communities and families in order to negotiate this period successfully on their way to becoming the productive adults our society needs and desires. We tend not to see them as a coherent age group with unique characteristics and needs. In public libraries, for example, they have one foot in the children's department and one foot in the young adult or adult sections. In schools, there are 34 different organizational configurations that include the 10- to 15-year-old age group. Adults are often at a loss when trying to determine how to serve them most effectively.

In addition, dramatic changes in family, the labor force and the economy are changing the context in which young people are growing up. Many are separated from the range of caring adult relationships that is so important for successfully moving from adolescence to adulthood. Too old for baby sitters and too young for jobs, young adolescents find themselves isolated and bored at a time when they should have a broad array of opportunities to develop their emerging talents and interests. Young people often feel disconnected from the mainstream of society and confused as they face unprecedented choices regarding who they are and who they might become.

We're beginning to witness the frightening results of young people who feel unconnected to the communities in which they live. We see it in increased violence in the schools, in children walking around armed with guns and knives and increased rates of sexually transmitted diseases, homicide and suicide.

Children and youth who are living in poverty, an increasing proportion of the population, and mostly minorities, are particularly vulnerable because they are more likely than other people to lack grade-level literacy skills and are more likely to be held back a grade and ultimately to drop out of school. Academic failure is related to early sexual activity, teen pregnancy, alcohol and drug abuse and juvenile delinquency. Eighty-five percent of juveniles who appear in court are unable to read.

When we talk about problems of literacy and programs to combat illiteracy, the context is always in terms of adults. But by attending to the

literacy needs of young adolescents, we reduce that problem.

Let me assure you that youth literacy problems are serious. One million teenagers between 12 and 17 cannot read above a third grade level. Forty percent of 13-year-olds do not have the literacy skills necessary for school and future success. You may think that they have four more years in school to correct that deficit but this is not what happens. Typically, it is around fourth grade that students make the transition from learning-to-read to reading-to-learn. As a result, many schools cease to teach reading as a subject after fourth grade. By fifth grade, students are expected to read their content-area texts in social studies, language arts and science. Students who have not yet made that transition experience one failure after another, often resulting in dropping out of school. The decision to drop out is made not at 16, but in the middle grades between tne ages of 10 and 15, by which time students who have experienced repeated failure in school give up on the educational process.

We know a lot about what it takes to help young adolescents with literacy needs, as a result of research begun at the Center for Early Adolescence in 1985. We know that better readers read more. To quote a seventh grader in a New Orleans summer program, "The more I read, the better I get." It sounds simple, doesn't it? But in order to read more, children need access to books, lots of books and magazines and newspapers; fiction that appeals to them, non-fiction that is up to date and on subjects that interest them. Many young people live in homes filled with reading material, but for others buying a book or even a newspaper represents an unobtainable luxury, way down on the list of priorities after shelter, clothing and food. That's an easy one to solve, you might say: use the public or school library. But you've also already heard from the speakers who have testified before me -- I wrote that, I knew they were going to say those things -- about the state of school libraries and the state of young adult services in the public libraries. Insufficient budget and staff and lack of young adult specialists.

In addition, lack of access is the operative phrase in poor communities where small branch libraries have closed or drastically reduced hours as a result of shrinking budgets. Even when there is a library in the community in urban areas where substantial numbers of immigrant, non English speaking and minority populations live, often the residents are not library users.

I had an experience that brought home to me just how serious the problem is. I was tutoring a 15-year-old boy of Mexican descent in South Providence. I wanted him to get a library card. The student's parents spoke no English and a parent has to accompany anyone under 18 to the library for a card to be issued. So, I managed to take his mother also. The student was very excited about this whole outing and asked all kinds of questions. "How hard is it to get a library card? How much does it cost?" When I explained how easy it was to get a card and that it was free, he asked if his sister could come too. It became a family excursion. We went to a branch where there was a Spanish-speaking

staff person to help. The student's mother was directed to books in Spanish where she, for the first time, was able to get books to read to her child. In addition, the library is across the street from Dorcas Place, which Joan Ress Reeves mentioned, a model literacy program. There were flyers in the library in Spanish about teaching parents English.

Now, both the library and Dorcas Place are in walking distance of this family's home -- rich resources that are sitting in their backyard and that they weren't aware of. I am certain that this is not an isolated incident. What is needed and what libraries cannot do because of limited funding and limited staff time is to provide outreach to get the services to those who need them the most. I'm just overwhelmed at the lack of outreach that is being done.

When I talked earlier about the need for positive contacts with adults, I see librarians as those who can help respond to this need. Librarians help young people with information and recreational needs. They guide young people to resources that answer questions about their health, newly developing bodies and minds, diverse interests and hobbies, cultural and gender concerns and careers. Librarians instill in young adults an interest in and love for reading by using book-talking, story-telling and other devices. Libraries connect young people to other community resources that provide recreational activities, as well as help them in times of crisis.

An African proverb states that it takes a whole village to raise a child. There is great wisdom in this and we would do well to pay attention to it. Libraries need to connect with and collaborate with other agencies in order to provide a safety net for young adolescents in their communities. I visited programs for young adolescents in all parts of the country and, almost without exception, programs that serve disadvantaged or at-risk youth included tutoring or an academic component. It's a natural for libraries to link up with these programs providing mutually beneficial services.

By fostering intergenerational programs, libraries can help young adolescents to connect to adults while at the same time providing older citizens with an opportunity they seldom have anymore, to interact with children.

Especially successful are world history projects that bring the old and the young together. In Mississippi, in the fourth poorest county in the United States, a local community agency sponsors a history project where eighth and ninth graders interview local elderly residents. The students have produced two anthologies documenting the history of Holmes County from a black perspective. One has been published as a book -- here's my show-and-tell -- *Minds Stayed on Freedom: The Civil Rights Struggle In the Rural South.* To quote from the preface, "In order to know what we were doing, we had to get background information. We studied interviews and other books, watched episodes of 'Eyes on the Prize', examined local newspapers from 1954 to 1970 and constructed a time line of civil rights events in the South and Holmes County."

Unfortunately, these collaborations were the exception rather than the rule.

Why aren't more intergenerational, collaborative and outreach programs occurring in the library? What are the major barriers to providing needed services? One, librarians need special training to serve adolescents effectively. The number of librarians who have this training is totally inadequate. Two, funding is inequitable and insufficient. Youth services receive a disproportionately small slice of an ever decreasing budget pie. Three, collaborations are difficult to achieve. Forging and maintaining links with other youth-serving agencies take an enormous amount of time and energy which librarians, already stretched to the limit, do not have. Turf issues must be overcome on all sides. Where will the funding come from? Four, outreach activities require time and expertise; neither of which librarians possess. I serve on the Outreach Committee of the Young Adult Library Services Association and we have spent two years trying to find outreach programs for young adults. We have not been successful. Five, information about innovative and successful programs is not readily available.

From this laundry list, you can probably guess where I see a role for the Federal government. The Clinton Administration's fiscal year 1994 budget request eliminates all Higher Education Act library programs. Title IIB of this Act funded the development of youth services librarians. I urge you to recommend not only reinstating the Higher Education Act but increasing the appropriation over fiscal year 1993.

The Federal government should provide demonstration grants for service to young adults and for outreach services to at-risk youth. These demonstration grants should place a high priority on programs that are developed in partnership with other community youth-serving agencies. It doesn't take a tremendous amount of money to start such programs, but youth-serving professionals need that carrot as an incentive to develop them.

All legislation pertaining to youth at risk should have funds allocated for books and library materials that are selected in consultation with the professional librarian.

Fund intergenerational programs that are provided collaboratively by libraries and senior citizens' organizations. A research agenda is desperately needed to document and evaluate library services to youth. Once this information is gathered -- and I think this is really critical -- a method that disseminates the results must be developed.

A publication for youth services librarians similar to "Educational Programs That Work", a collection of exemplary educational programs and practices published annually by the U.S. Department of Education, is one way of getting the word out.

Thank you for allowing me the time to share this information with you. Library services are vital for enabling young people to become productive members of American society. Translating the recommendations of the Omnibus Children and Youth Literacy Initiative into Federal legislation with the corresponding appropriations is critical for achieving this goal. Thank you.

J. MICHAEL FARRELL: Maybe I missed it, but this is not addressing the education network. This is even more basic. This is to get the child identified, seek assistance through demonstration projects. That's at the level we're talking today.

SUSAN ROSENZWEIG: Yes. I am very discouraged. I feel like we're losing a generation of youth. How do you find them and get them the services they need? I'm talking about outreach.

J. MICHAEL FARRELL: Should that require closer collaboration between the elementary school teachers, the middle teachers and the librarian? Is that just too simplified?

SUSAN ROSENZWEIG: Well, when I say collaborations with operations, I include schools. Certainly, I encourage and I think all public librarians should collaborate with school librarians. Certainly, schools might help by identifying the kids who needs those services. Schools might help by making sure that every elementary and middle school teacher at least takes their children to the public library and sees to it that they get public library cards. However, when you have a rule that, if you are under 18 you must be accompanied by a parent to get a card, to me, that is seriously limiting access. I'm very passionate about that.

CAROL DIPRETE: We get very excited about technology and forget, in the literacy issue, that very often we need to read to use the technology. We do need those very basic skills and that still needs to be addressed. You focused a lot on the personnel aspect and the need for training and probably retraining. You see that as a major Federal role?

SUSAN ROSENZWEIG: Absolutely. I mean, we know from the National Center for Education Statistics, the national survey that was done on young adult services, that kids go to libraries where there are people who are trained to serve them. There is just a higher usage there.

CAROL DIPRETE: You gave your laundry list. Of that laundry list, if you had one to pick, what would you pick?

SUSAN ROSENZWEIG: Do I have to pick just one? Well, training is a big item, but I think there need to be developed methods of successful outreach. We don't know how to do it. Once we do that, we need a mechanism for getting the word out. It doesn't do any good if, in Holmes County, Mississippi, the fourth poorest county in the United States, they are doing something so extraordinary that they can produce a book like this, if no other librarian in the United States knows about it. The very first speaker said that funding all these nice little pilot projects, one after the other, is all well and good but, unless they are replicable and unless other people know about them., what good are they?

CAROL DIPRETE: Okay. Thank you.

SHIRLEY ADAMOVICH: Something went by that jogged my interest. You mentioned illiteracy programs in 1985 and then you went on to quote statistics. What was that?

SUSAN ROSENZWEIG: Some of the statistics are from the National Assessment of Educational Progress that measured fourth, eighth and twelfth grade. Some of them come from the

NCES longitudinal study on eighth graders. I have the citations for the others.

SHIRLEY ADAMOVICH: It was a combination of things then?

SUSAN ROSENZWEIG: It wasn't just one source.

SHIRLEY ADAMOVICH: It's interesting to me that training business came up again. You mentioned Chapter IIB; Susan mentioned ESEA. I'm wondering if there might not be several different kinds of legislation coming down the pike where we should try to emphasize retraining for librarians.

SUSAN ROSENZWEIG: Wherever we can get it -- I don't care what it's called or where it comes from. Unless people are trained to work with the age group, nothing will succeed. They have to understand developmentally where they're coming from, what the kids need, how to relate to them and how to act with them. It's usually not an automatic thing, unfortunately, even for parents of adolescents -- or especially for parents of adolescents, it's not a natural thing you know.

CAROL DIPRETE: It sounds to me that not only would you need training people with library skills but child and adolescent development as well.

SUSAN ROSENZWEIG: Both. I regard youth-serving librarians as youth workers. I regard them in the broader sense of the word as youth workers. They work in youth development. I have a very broad perspective and it comes from working at the Center for Early Adolescence, I'm sure, which is a national center, so I see it in a very broad way.

J. MICHAEL FARRELL: Thank you very much.

VIRGINIA MATHEWS: Could I make one more point? These kids that Susan says we need to reach out to are not hiding from us. They want to be found. In other words, we have their word for that.. The Carnegie Council report that just came out, called *A Matter of Time*, which I'm going to discuss more tomorrow, did a survey of adolescents in the age group Sue's talking about. What did they say they wanted? They were asked, "What would you like to make your non-school hours more enjoyable, more productive, more self-realizing?" They named several things; parks and recreation, they named libraries. They want to be found. They want to be reached out to. They also, and this is one of the most poignant things I have heard in years, they want -- I can't quote it exactly -- they want to be mentored by a wise, listening adult who cares about young people and who has a lot of life experiences to share. Does that sound like anybody we know?

SUSAN ROSENZWEIG: Yes, it sounds like young adult librarians.

VIRGINIA MATHEWS: Yes. It sounds like young adult librarians. They not only share their own life experiences, they're in a position to share everybody else's life experiences who have ever lived, who have had kids at 14, who have had drunken fathers, whatever. This is very, very critical.

J. MICHAEL FARRELL: Thank you very much. Thea Jones, Maryland Educational Media Organization.

Thea Jones -- Maryland Educational Media Organization

THEA JONES: Thank you. Good afternoon. I did make some kind of a mistake with all this information flying around that I thought I had 20 minutes to talk so I've edited it while waiting. I hope it all sort of flows as I go through this.

J. MICHAEL FARRELL: Don't cut anything important.

THEA JONES: I'll actually submit it in writing. I am pleased to be here as a representative of the Maryland Educational Media Organization to talk with you about the concerns that the school library media specialists in Maryland wanted to bring to you.

We are concerned that we will not be able to meet the educational needs of our students as they prepare for the future. We want to be full partners in implementing the National Education Goals and we want to be sure that our students become information literate adults. The responsibility of the school library media program is two-fold: to provide learning resources and to provide instructional services. The resources are the tangible, visible components of a media program. However, essential to the effective use of the media resources is a program of instructional media services that provides direct instruction to students as well as support of instruction to classroom teachers which is delivered by the library media specialist.

In Maryland, 715,176 students are enrolled in public and private schools and use school library media centers. Minimum guidelines recommend that 1,169 school library media specialists are needed to staff Maryland schools. There are only 738. Thirty-seven percent of the State's school library media centers do not have a certificated school library media specialist.

Thus, our first and basic concern is for staffing. It is essential that all schools have full-time, certified library media specialists and clerical, technical personnel as recommended by national and State standards.

The second concern for your consideration is the need for adequate funding to provide a unified, resource-rich media collection in all schools. The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. Essential to accomplishing this mission is access to materials in all formats -- from books to instructional videos to compact discs. The level of excellence of a media collection is determined by both the quality and the quantity of the resources. Although books still comprise a high proportion of the resources, today's collections include any and all formats used to convey information.

Access to all formats is important for several reasons. Different formats increase the quantity of information available and broaden the spectrum of perspectives. Presentation differences accommodate varying learner modalities and promote lifelong information access skills.

To underscore the need for adequate funding for library media resources, I would like to share some information from the county in which I work, Baltimore County, Maryland. We

have implemented a five-year plan to systematically assess our media collections to determine currency and relevancy to each school's curriculum. In 1990-91, the primary emphasis was on library materials which matched the math and science curriculum. In 1991-92, history and social studies were the primary focus. In '90-'91, 73% of the library media collection could be directly matched to the curriculum but 71% of the materials were over ten years old. In '91-'92, 80% of the library media collections matched the curriculum but 72% of the collections were over ten years old.

During the 1992 school year, our per-pupil allocation for library materials, which includes books, non-print instructional media and periodicals, was $7.68. The average price of a library book was $16.00. Library media specialists could purchase approximately one-half book per pupil. During the same year, our expenditure for accessing online databases was 26 cents per pupil. Our educational television program expenditure was 33 cents per pupil and we spent $1.72 per pupil in instructional equipment; video recorders, television monitors, screens and overhead, slide, and filmstrip projectors. Eighty-six cents per pupil was spent to purchase library equipment for information technology -- computers, modems, printers and CD-ROM drives.

At the State level, none of Maryland's public schools have library media collections that meet State standards. At an average of $16 per book, it would cost over $113 million to make up a seven million item deficit. During the 1991-92 school year, per-pupil expenditures across the State dropped 18.3% from the previous year. Based on the above, it is easy to see why we seek your help in recommending that there be support at the Federal level for the categorical funding of school library media collections.

The third and perhaps the most critical area of concern which needs to be brought to your attention is our great need for funding to support the use of new information technologies. These technologies include automation and access to electronic information sources, both on CD-ROM and online. It is the access to electronically stored information resources that will expand the walls of school library media centers for our students. In Maryland we're building Seymour, a statewide network to share information and resources and we also want to be a part of the national information network. We need interagency cooperation to promote the sharing of electronic resources.

At this time, fewer than 50% of the Maryland's school library media centers have access to electronically stored information. Despite the advantages of sharing resources, fewer than 50% of our school library media centers have the minimum equipment to take advantage of State and national information networks. Minimum equipment begins with one dedicated phone line in each library media center.

In our county, we have just completed a five-year plan to place in each library a single phone -- that is only one line -- one modem, one computer. Over 20 of our secondary schools service over 1,000 students. We have only been able to automate four

library media centers. Two of these were done through renovation funds and the other two through blood, sweat and tears. That translates to book fairs, PTA funds, grocery receipts and the use of library material budgets to purchase information technology.

You may have three questions -- First, you may ask if we are depending on Federal funding to address the lack of local funding for staffing resources and information technologies. No. Much of the text of this presentation is taken directly from our organization's legislative platform, which is being pursued at the State level. And we have not given up on local funding. We continue to press for our share of local education budgets. We are asking for the commitment at the national level to join in the support of our programs.

Second, you might ask, why now? Because the time for support at the Federal level is during the discussion of the reauthorization of the Elementary and Secondary Education Act this year and next. We have never recovered from the loss of Federal funds in 1982. Now is the time to use the impetus created by the recommendations of the White House Conference to support school libraries at the national level.

We must go for it now. We are asking for categorical funding, support for technology in school libraries and for the establishment of the Division of Elementary and Secondary School Library Media Services in the Department of Education.

I would add to previous speakers who talked about training. In our county, training is always the number one need, no matter what the content area. Also, in the school library media field, there is a need to fund research.

Finally, the big question you might ask is, why? Why should we provide the resources for our students to become information literate adults of the 21st century?

I would like to quote Dr. Patricia Breivik's article in the *Journal for Middle Level and High School Administrators.* "Information literacy is a means of personal and national empowerment in today's information rich environment. It allows people to verify or refute expert opinion and to become independent seekers of truth. The United States will not disintegrate tomorrow if information literacy and resource-based learning continue to remain largely invisible to and unsupported by civic and educational leaders. No catastrophic event will strike next week or next month. But as the information overload increases, as information resources further fragment and as the need to access information globally grows, the ability of individuals and businesses to control their future will be further eroded.

The impact, as usual, will be felt most quickly and most deeply by those who are already socially, educationally and economically disadvantaged. The gap between the haves and the have-nots will widen as a new information elite emerges."

So, from Maryland Educational Media Organization, we ask your support and your recommendations. We know that they will help correct years of neglect to a program that touches every child and moves us toward realizing our

potential as a Nation. Thank you for having us here this afternoon.

J. MICHAEL FARRELL: Thank you very much. A quick background question, if I could. You made a very persuasive argument that need for funding is a productivity issue. Has the private sector been forthcoming? Was it just blood and sweat or was it bake sales?

THEA JONES: In our particular county in which I work, we have not been able to really make those connections. I live in another county in Maryland, in Howard County and they have done some extensive work. It varies from county to county.

J. MICHAEL FARRELL: What is the difference? Is it because it's focused in one county or is there not parental support for this kind of thing in another county?

THEA JONES: It's a variety of things. Sometimes it's the motivation of the school system. Some can afford to hire people whose jobs it is to promote school-business partnerships. In our county, which is a large county, we have almost 100,000 students. We're looking at many changes. We surround Baltimore City. Our county is fast becoming an urban environment and we're really looking at other kinds of needs right now. That doesn't really answer your question. We're looking at different kinds of school systems and across Maryland, some of our smaller counties are the ones that are doing more.

CAROL DIPRETE: Actually, that brings us back to equity.

THEA JONES: Absolutely. Equity has got to be addressed across the State, across the Nation. That's probably the number one issue that's going to raise it's head.

SHIRLEY ADAMOVICH: In your State and you county, you have both State aid and local property tax?

THEA JONES: Yes, we do for education. There is no category for funding for school library media programs at the State level. We're going after that the same way. Some States have done that. We have not been able to get the categorical funding at the State level. I believe the statistic is that only 20% of the counties in Maryland (there are only 24) use Block Grant funding in any way for school library programs. That might be different in other States. However, we're not getting very much money that's identified for school libraries.

SHIRLEY ADAMOVICH: Do local communities tax themselves for their schools?

THEA JONES: Absolutely. That's how we raise the majority of our funds.

SHIRLEY ADAMOVICH: Well, you can see what happened when they cut out the categorical aid in the late '70s and early '80s, I guess it was.

THEA JONES: In the Elementary and Secondary School Library Media Act we're talking about grant money right now. I'm not sure. If it's grant money, fine. What we really need is the ability to say to our local school boards: "The Federal government is interested in school libraries. Here is the evidence of that." That is as important as how much money it is. I hate to say that, but really, it's the evidence of concern that is as much a factor.

J. MICHAEL FARRELL: Thank you very much. This concludes a very productive afternoon. It's the first afternoon in our open forum on library and information services for children and youth. We will adjourn for the afternoon. We will reconvene tomorrow morning at 9:00 a.m. in the same room. Those of you who are not able to join us tomorrow, thank you very much for your presentations. They will be very helpful in the long run and we will send you a copy of the report when we conclude. Thank you very much again. Comments? Thank you very much.

(WHEREUPON, the open forum was adjourned for the day at 4:50 PM)

MORNING SESSION

May 5, 1993
Time: 9:00 AM

J. MICHAEL FARRELL: Good morning. Thank you very much for coming to the second session of the Unites States National Commission on Library and Information Science's open forum. The topic, of course, is library and information services for children and youth, focusing on redefining the Federal role. The testimony we had yesterday afternoon showed a very strong interest here in the northeast region. This is the first of a number of forums we hope to have. Yesterday's session was very stimulating. We will be able to have a very thorough report, especially after today's presentation.

We all have copies of today's schedule. I would like to make one correction. At 9:40, we have Deirdre Hanley, the director of the Reading Public Library. We spelled her first name wrong. It's Deirdre. I apologize.

I don't think it's necessary to have a long-winded welcome from me this morning. I gave one yesterday. Each presentation will be for ten minutes. Ten minutes have been reserved for questions. Yesterday we had comments from the audience also. We want to be able to have as open a record as we can. The record will be available for further written comment until June 15th. We intend to issue a report similar to that for the forum that we had on the White House Conference recommendations on March 10, 1992.

This is the first in a very ambitious program. The Commissioners are going to be very active in redefining the Federal roles and the budgetary process. So, with that, we will go to our first witness, Marshall Keys.

Marshall Keys -- Executive Director, NELINET, Inc.

MARSHALL KEYS: Welcome.

J. MICHAEL FARRELL: Well, if I could say one thing. Unfortunately, today I'm going to have to take a plane out at 1:00, so Commissioner DiPrete will take over as chair this afternoon.

MARSHALL KEYS: My name is Marshall Keys. Since June 1989 I've been executive director of NELINET, Incorporated, a not-for-profit cooperative with more than 450 academic, public, school and special library members across the six New England states. NELINET, founded in 1965, is the largest multi-type library organization in New England. We promote rapid and efficient access to information by developing resource-sharing compacts and by providing discount access to a variety of library services. Since December 1992 NELINET has offered Internet access to unserved libraries in New England. We have a heavy training program for librarians. We are committed to a growing role in transferring technology from the largest to the smallest library. Our annual sales in 1992 were between $8.5 and $9 million.

I would like today to address the need for some Federal support for technology for schools and public library programs for children and youth. There's good reason to believe today that a revolution is taking place in the delivery of information that will ultimately be an equal in importance to the transformation from the scriptorial system to the printed word. The Gutenbergian revolution took place 500 years ago and has dominated us ever since. We're in the early stages of a revolution now in which two partly contradictory trends are already evident. First, there are large numbers of people --perhaps the majority -- who now gain their information about the world in ways like television, video, music, audio books, video games and interactive multi media. The line outside is tethered to the dominant realm of print and reading, the technology and the access method which has been most strongly supported by libraries. The non-print technology, the method through which growing numbers of people receive their information, is commercially supported and easy to access. One might say that it is ubiquitous.

The second trend is that the ability to transfer information electronically in digital format at very high speeds gives enormous power and a major economic advantage to those users with access to this technology. But this technology has extremely poor commercial support and is hard to obtain and use for users outside of universities. Users with access to high-speed information networks like the Internet are free in seeking information from the barriers of space and time. They have access to the information resources of the world 24 hours a day from anywhere they can find a telephone connection. A recent ad in *The Wall Street Journal* shows it is now possible to have cellular E-mail that can reach you any place you go. You no longer even have to find a telephone jack to get access to the world's resources. Users are no longer limited in finding information to the 80 or so hours a week the library might be open, nor are they required to come to a particular place to gain access to that information. Users who lack access to this technology are significantly disadvantaged. Both of these developments are taking place largely outside the context of libraries, particularly outside the context of public and school libraries.

Limited budgets for technology, staff training and materials have ensured that libraries are rarely in a role in sponsoring, managing and ultimately in defining these technologies for their user communities. Video, multimedia, games and electronic network access have been viewed by libraries and librarians and their funding bodies as luxuries or non-essentials, despite the fact that it's already clear that our children and grandchildren will live in a world in which such tools are as important as books and reading today and that a lack of access to them will be as crippling to the future generations as illiteracy is to a citizen of the present one.

For example, doctors are now being taught to do surgery through virtual reality. They put on virtual reality helmets and gloves. They're already doing virtual surgery when they do a gallbladder operation: They're looking through a tiny television camera

and operating through tiny tubes. So, we're moving away from print as a primary way of learning information or as a learning skill.

What then should the role of the school and public library be toward these new technologies and how should the Federal government support it? The libraries should continue to be the agency through which society levels the playing field between the information-rich and the information-poor. Some people have had books and magazines at home for the last century and everyone has had access to them through their school or public libraries. Some people now have computers and Internet access at home or work. Everyone in the future should have access to these resources through their library. Libraries, both public and school, are the gateway through which children from all walks of life can learn the technologies and techniques that will be as important to them as reading books has been to us and our parents.

The Federal government should support this role in three ways, which I will list in what I believe to be their order of importance and their order of implementation.

First, by encouraging a special telecommunications tax for individuals and not-for-profit institutions for research and educational use. Access to the Internet is rarely expensive. Access from a library to the Internet mode may be prohibitive because of LATAs and area code boundaries. We're particularly hurt by this in New England where we are segmented into more LATAs than any other region in the country, I believe. Washington, D.C. and the surrounding counties of Virginia and Maryland are part of a single calling area.. For me to call to the southern or western suburbs becomes a toll call in Massachusetts. It doesn't matter how much information is available if a library and an individual cannot afford to get to it because of outdated tariffs based on voice telecommunications. I think this is especially important because of the statement of the RBOCs at the end of March on their desire to have a role in the operational National Research and Education Network. With the existing tariff structures, that sort of dominance would only hinder access to information on the part of schools and public libraries which are underfunded.

Second of all for the Federal government is supporting the training and continuing education of library personnel in new information and access technology. Experience shows that, without adequate training, library personnel will under-utilize the technology and decrease the value of the considerable investment in them. Current library personnel cannot be expected to have learned these technologies in library school because these technologies didn't exist when most librarians were being educated.

Third, and perhaps least important in my own view, or least critical in terms of time, the Federal government can support access to the technology by subsidizing directly the purchasing and continuous updating of the equipment necessary to provide access to emerging information technology. Access to these technologies cannot be supported -- and I can't emphasize this enough -- with a single investment, however generous. It

requires ongoing support and continuing renewal of equipment. Libraries must encourage and even require by the process to depreciate equipment on the same basis as businesses. Equipment for information technology is not and cannot be a capital purchase which can be made once and forgotten. People have got to depreciate this and plan to replace it on a three- to five-year schedule.

Finally, speaking as a citizen rather than a representative of my organization, I would like to add my opinion that any Federal effort to support local access to technology for school and public library programs for children and youth should come in the form of some sort of community grant and the community should be required as a condition of receiving the grant to ensure that school and public libraries will operate to make equipment and expertise available to library users. It is a gross waste of taxpayers' money at the Federal, State and local levels to provide resources only in school libraries that can only be used a few hours each weekday and not at all in most communities on weekends.

Most important, the Federal government lead through its example -- I think the Clinton Administration is doing a strong job here and, through its program requirements, must educate and encourage States and communities to look at spending on information technology as an investment rather than as an expense. Without this investment, both in the national infrastructure and at the local level, our students cannot be well educated for the new world. Our national productivity will suffer and our community will inevitably suffer. Thank you very much.

J. MICHAEL FARRELL: Thank you very much, Mr. Keys. Your presentation was very interesting. I have one question on the depreciation concept. Depreciation in the private sector is a tax advantage where we're able to set aside revenues, protect them from taxation and you would be able to accumulate money in the non-profit area. Since there are no new taxes, would you be setting aside what would otherwise be spent on ongoing programs for equipment update?

MARSHALL KEYS: Yes, that's precisely what we do in our organization. I've worked in a number of college and university libraries in which libraries would receive major hunks of money to spend on equipment and then five years later, because there was no method of encouraging the librarians to think on an ongoing basis of replacing the equipment, the librarian would arrive at the Dean's office and say, "Well, I need another $15,000." And be told, "What do you mean? We just gave you $15,000 three years ago!" The thinking is for individual-year budgets as opposed to building an ongoing fund in which replacement would be an ordinary part of the budget to be provided for.

J. MICHAEL FARRELL: I also agree with you on another area, development of these networks. Do you have any suggestions on how libraries might be involved with the private entities that seem to be going forward outside of the NREN concept?

MARSHALL KEYS: Yes, I do. I think it's the current Administration's intention, if not actual position at this point, to look for public/private partnerships between public

organizations of various kinds, including schools and public libraries, and private agencies and corporations. The difficulty there, and where I see a role for organizations like ours and for the State libraries, for example, is to help these people meet each other. There is not a common ground on which the telecommunications companies and public libraries individually can meet each other. Some of these programs maybe moved into the U.S. Department of Commerce, which doesn't necessarily have the experience of bringing these kinds of organizations together. As a library community, we need to work out mechanisms for facilitating this kind of contact.

J. MICHAEL FARRELL: Just again a comment. I noticed that one of these systems you're talking about has 500 channels. That would appear to be plenty for a more sufficient role to include public access in allocating so many channels. Have you discussed this type of thing? Do you know anyone who has discussed this?

MARSHALL KEYS: Not at the moment. The particular technology that you're talking about is so recent that I don't think many people have had a chance to sit down and think programmatically about how those kinds of services are going to be delivered. We're certainly exploring within our organization how we can help facilitate the sorts of partnerships that would be necessary to bring this about. Clearly, libraries and not-for-profits don't need to be in the business of managing their own telecommunication network and their own television stations. But, as a matter of public policy, it would seem to be incumbent on the government to ensure that they do have access, not really nominal access but access -- and as part of licensing requirements -- at a level which they could afford.

J. MICHAEL FARRELL: Would that come back then, to your first point for the Federal role, special tariffs or special access of some fashion?

MARSHALL KEYS: Some sort of special consideration for library-adopted projects, because many institutions are priced out under the current system. We've recently had a program to connect 20 hospital libraries to the Internet. It's under contract with the National Library of Medicine regional agency. When they submitted to the plan to NLM in Maryland, NLM couldn't believe that these libraries didn't already have that access. They did not understand that, even in the Boston area, to say nothing of rural New England, if you have no connection to a university, this sort of access is very difficult. I think we need some sort of national arrangement that would facilitate and encourage this.

J. MICHAEL FARRELL: Okay. Commissioner DiPrete?

CAROL DIPRETE: I wanted to follow up on your very first priority, the special telecommunications hearing. I assume this would be very different from the special proposal. . .

MARSHALL KEYS: Yes, precisely. That's certainly a good practice.

CAROL DIPRETE: Sort of a model of one. And of course at this point, that's even the bigger question. I would like to ask you to follow up a little on the RBOCs.

MARSHALL KEYS: Yes, there was a statement issued at the end of March by the Presidents of the eight RBOCs, I think in conjunction with Sprint, MCI and Apple Computer, if I'm not mistaken. I can supply a copy of that with my testimony, although I think I heard about it from Peter in the first place, perhaps. That statement suggested that, in developing the national information network, the Federal government should support the advanced research aspect of this network, both pushing the communication envelope further and perhaps supporting access by people who are super-computer users who really need leading-edge telecommunications. However, the management of what we've come to think about as the NREN should be left entirely to the existing telecommunications companies and their computer auxiliaries. And again, I am not a follower of private enterprise by any means. I think that it is appropriate for them to do that. What I think is that, if we manage it as a analogue of the existing voice network, small users like libraries, -- whether public, school or for small colleges that are not wealthy -- will be left out without some sort of specified protection in the enabling legislation.

CAROL DIPRETE: I've got a followup on something that you did say. You mentioned school-public library cooperation. Although that was not one of your priorities for publicity, can you describe some possible models?

MARSHALL KEYS: I've done some interesting models on the State of New Hampshire, if I remember correctly, Commissioner, in which more than one small town shares a single institution for public and school libraries where both the school system and the public library funding went to support a single institution. The danger for the school library in any kind of investment in hardware is that it will all be taken over for instructional computing and not be accessible to the library. The nature of the school system, of course, is that in most of the communities the schools are not open year-round. I would like to see joint telecommunication facilities develop within towns in cooperation between the public and school library systems. Certainly, if I were in town government and my town were planning a new facility for either organization, I would work very hard to suggest that they share a single site as opposed to separating the parts of the community. This isn't going to be popular in either community, but I don't believe that communities can afford any more to fund parallel facilities. They're going to fund a single facility and we'll just fight through the politics of it.

Once we get away from the idea that you would necessarily need to go to a physical place to access, suppose both the school and the public library loaned in the same way they will loan you a video tape, suppose they would loan a communication device and the town had a single dialing point supported both by the schools and the public library, for citizens using access tools that they could get from either place to dial in. Then, once you get beyond the territorial limits of this, it becomes fairly easy to support technically.

CAROL DIPRETE: Thank you.

J. MICHAEL FARRELL: Before Commissioner Adamovich, I have just one comment. You were basing your comments on public policy Commissioner Adamovich?

SHIRLEY ADAMOVICH: I was just wondering, Marshall, how you see the development of fiber optic networks effecting our joint telecommunications types of things we have now at CODEX which is carrying many different kinds of databases. I'm aware how much this has been developed throughout the region.

MARSHALL KEYS: I think the development of high speed telecommunications, whether through fiber or packet radio or any number of technologies that we may not even know about right now, is going to create a unique situation in that, in the past, all our programs have been based on information scarcity. We have always had to serve as a gatekeeper and say, "Well, this is what we have available. There's a universe out there but you can't get to it." That's developed particular directions in the library profession. When suddenly all the world's information becomes available to everybody in real time, the function of the librarian, particularly in the school library, is going to have to be helping the student develop, at a very early age, a sense of discrimination as to which of this information is valuable and which is not. That's not something that either our schools or we as a library profession have done a very good job of preparing ourselves for. The teaching of setting ourselves up, in a sense, as an expert to help people decide among alternatives as opposed to saying, "Here are the alternatives that are available on this site. Choose for yourself." I don't know if that answers your question. I think the technology itself is soon going to make infinite amounts of information ubiquitously available. It won't be very long.

SHIRLEY ADAMOVICH: That all goes back to what I think was your second point under Federal support for technology -- training.

MARSHALL KEYS: Yes. I think we could all think back to libraries we've worked in or visited or observed where we go in the back room and the technology of three to five years before was sitting on the shelf because the librarians didn't have a chance to learn it, they didn't have time to plan it into their programs, they weren't socialized to consider that this particular technology was an important technology. We're training a group from very small libraries in Connecticut right now. We found that people weren't practicing between their training sessions because the director has the computer locked up in her office because she thinks it will take away from people's productivity. Now, we believe that we have a long way to go in re-educating these people. It's a very serious task to prepare a group of people like me -- when I went to library school, the Apple computer hadn't been invented yet -- for the technology that we're going to have to live with in the 15 to 20 years before we were taught, even for those of us advancing to middle age. For younger librarians coming into the profession, it's my impression that both formal and informal library education has not kept up with this technology.

J. MICHAEL FARRELL: We have about a minute. Are there any comments in the audience? Please identify yourself.

VIRGINIA MATHEWS: I'm Virginia Mathews. I'm just wondering, Mr. Keys. You say large numbers of people gain their information from non-print. I assume you're saying sound and pictures only.

MARSHALL KEYS: Primarily from sound and pictures, yes.

VIRGINIA MATHEWS: Do we have any research yet about the extent to which this enables them to process and understand information in a very complete way that would lead to entrepreneurial ability to write reports, this kind of thing? My impression is there are so many different learning styles among children that sound and pictures alone may not lead to the development of high-level thinking skills. I'm just wondering if we're setting ourselves up for one learning solution for the masses and another learning solution for the chosen few?

MARSHALL KEYS: I would agree with your point and in fact, I think what the new technology will do. . . Take one step back. I once worked at Curry College in Milton where more than a third of the students are dyslexic, so I've done a fair amount of research on a variety of library services to people with a variety of learning skill. Certainly, most of us who have done well in the education system are people who process print on paper very easily and who can recall that. The current system has always catered to our needs. I think the new systems of delivering information will help more people gather information in ways that meet their own learning styles. I do worry, however, for a large number of people and I don't consider them advantaged. A large number of people get most of their information from television. I think that's just a very poor way. A sound-byte view of the world is a very poor way.

VIRGINIA MATHEWS: This is what I hoped you would say because I thought you were advocating it.

MARSHALL KEYS: No. What I do advocate however, is such things as simulations where students who are good kinetic learners have the opportunity to manipulate through computer as opposed to simply reading about a process. No, I don't advocate it particularly, but it's a trend that's becoming increasingly prevalent.

VIRGINIA MATHEWS: But I think you would strengthen your advocacy by saying that we would use all these marvelous technologies to strengthen the whole processing of information and that we're not -- you used the phrase 'moving away from print'. I think that's what triggered my interest.

MARSHALL KEYS: I would accept your clarification that I don't think that's a good thing. I'm in favor of individualizing access to information as opposed to imposing any particular system.

VIRGINIA MATHEWS: Thank you.

MARSHALL KEYS: I distinguish among three uses in libraries. I think, for recreational uses of libraries, it's going to be a long time before we move beyond the book as we know it. I can in

fact rest this computer on my tummy and read in bed but it's because I have a bigger tummy than most people do. I think books make a wonderful package for entertainment and enjoyment. I think, for the educational use of information, we will continue to use books or book-like packages for a long time. In terms of information like facts, the sort of things that one goes to a reference department in a library for, definitions, statistics and so forth, I see books being very rapidly supplanted as well as for the communications of solid information.

J. MICHAEL FARRELL: Thank you very much. Next presenter is Ms. Hanley. I don't know if you were here when I apologized because your name is spelled wrong on the schedule. You can be assured that it will be printed correctly in the report.

Deirdre Hanley -- Director, Reading Public Library; Chair, Eastern Massachusetts Regional Library System Childrens' Services Committee

DEIRDRE HANLEY: Thank you very much. It's sort of a life long-albatross..

Good morning. My name is Deirdre Hanley. I want to thank you for this opportunity to speak. I am here to speak as the director of a suburban public library, the Reading Public Library, with a very active youth program. I am also here on behalf of the Children's Services Committee of the Eastern Massachusetts Regional Library System. The Children's Services Committee is charged with assessing children's services needs. The Eastern Region is a group of over 200 public libraries. I want to address. . .

J. MICHAEL FARRELL: Quick question. What are the ages of the children that you're concentrating on?

DEIRDRE HANLEY: I was going to address both young children and young adults. I would like to address three specific parts of the Omnibus Children & Youth Literacy Initiative. My remarks directly reflect the concerns of many children's librarians as discussed at a recent open forum of children's issues that was sponsored by the Eastern Region.

First, the Partnership with Libraries For Youth title. I didn't hear everything that Marshall said because I came in late, but I do believe that it is essential that funding support be given to programs that enable school and public libraries to work together in meaningful ways. I know that in my own community I get questions every year at town meeting and from my town manager, "Why can the public library access materials in public libraries 25 miles away when you can't access electronically materials in the school library down the street?" I think that the barriers set are down. There are currently in place cooperative ventures between different types of libraries that are not comprehensible to library users. They are very artificial. I think that the missions of public and school libraries differ, but we both serve the same clientele to a large degree: youth. We both have the same goal, which is to create a literate, educated and very informed populace. If we were linked electronically, we could share resources and, more importantly, children could

learn research skills in their school libraries using automated catalogs and other technological tools that would prepare them better for the world of work and the world of other libraries.

As far as the Young Adult Services Title goes, I'm very pleased to see that there is something in for young adults. I find that young adults often fall into sort of a black hole. We spend of lot of time serving them when they're children -- young children -- and this is very important of course, but when they grow up and become teenagers, I think that a lot of adults are afraid of teenagers so it's easier just to ignore their needs. And of course, adolescence is a particularly difficult time. Many agencies that used to serve young adults have had their budgets cut, even more than library budgets in some cases. Children's librarians express great concern about who will serve young adults because they do not have the resources in children's rooms per se and many libraries have cut young adult librarians and services because of the budget cuts, at least here in Massachusetts.

And finally, I can't stress enough, the importance of the National Research & Education Network. I think that technology is an essential tool for libraries and that it is the responsibility of the government to build the NREN and make it available in all libraries so that everybody, no matter what their age, has equal access to the information that will enable them to better their lives.

That's really the extent of my formal remarks. I'd be glad to answer any questions.

J. MICHAEL FARRELL: I'm interested in just one other area that we've discussed now for a little bit. Is there a defining line between children, youth. . . Where is youth, do you see that they all seem to change? Is it at age eight? Is it later on?

DEIRDRE HANLEY: Middle school, I think, is where things begin to change, yes.

J. MICHAEL FARRELL: Why is that? Did you talk to them?

DEIRDRE HANLEY: Well, I think it's biological. When they become middle school children, they're entering puberty and adolescence and their needs change from younger children. Younger children are, I think, motivated in different ways. I'm not a psychologist, but we find that in our children's room it's much easier to keep children reading and coming to the library until they hit about sixth grade. After that there's a lot of peer pressure. It ceases to be "cool" or interesting to come to the library. I think in a lot of ways that's our fault. We need to find ways to make them feel more comfortable in the library. But I think that a lot of agencies need to work together to do that because the library can't provide all of the needs of young adults.

J. MICHAEL FARRELL: Are you suggesting that it's something more than resources that we ought to concentrate on?

DEIRDRE HANLEY: I think that it's kind of a social problem at large. Adults are uncomfortable with children at that age. It is easier to ignore them. Things just get more complicated. We have a pretty successful young adult program in our library. We have found ways to motivate them. You have to motivate them to continue to come to the

library and stay interested. You can't motivate them in the same way as you motivate young children. You need to treat them more like adults. That seems to work, but it requires a lot of time and I think that, if there was more support, if there was funding support for demonstration projects, finding things that work so that libraries could learn from these projects and then take and apply them. . .

J. MICHAEL FARRELL: So what we're talking about is that the Federal role would be for demonstration programs, new services to find out what works and communicate it.

DEIRDRE HANLEY: Right.

J. MICHAEL FARRELL: I sympathize. I have boys 12, 16 and 19. They might survive but I'm sure I won't.

DEIRDRE HANLEY: It's a universal problem. As far as the school and public libraries working together, my library's in an automated consortium. We have written a grant proposal. We have kind of a demonstration project of our own that we want to link the school libraries with the public libraries in the 24 communities that belong to this consortium. We've tried State funding, we've tried Federal, LSCA and other Department of Education programs. I've been in touch with the DeWitt-Wallace Fund and it doesn't fit. Right now, there doesn't seem to be any particular program that would support that and I think that it's really essential that there be a program that would support that.

J. MICHAEL FARRELL: Thank you. Commissioner DiPrete?

CAROL DIPRETE: In public libraries very often we find children's rooms and we find adult areas but there is no place. . .

DEIRDRE HANLEY: Defined space.

CAROL DIPRETE: Right, for these adolescents. Many of our libraries do not really address that group of individuals.

DEIRDRE HANLEY: Right. We do have one, I'm happy to say.

CAROL DIPRETE: Then that's unusual. Given the short-term economic conditions in the libraries -- let's hope they're short-term -- do you feel that librarians should be trained to address this young adolescent, that existing librarians should be able to deal with the adolescent person? The children's and the adult librarian?

DEIRDRE HANLEY: Yes. I think just understanding the differences, what's going on with them, why they're acting different now than they were six months ago, can help you in dealing with them, that's true. We have tried to educate ourselves in my library about that. But I think that again, there needs to be some broader support to do some projects to educate more librarians, not just me educating my librarians, but more of an across-the-board effort.

CAROL DIPRETE: Thank you.

J. MICHAEL FARRELL: Commissioner Adamovich?

SHIRLEY ADAMOVICH: I was thinking about your partnership-for-youth comments. So it would be your recommendation that the Federal government be involved in academic demonstration projects for those specific services for the young adults, somewhere between sixth grade and high-school seniors? The other thing I

was wondering was about was that perhaps we're not fully aware of the aspects of our profession which involve sociological and psychological interpretations. Would you recommend that training programs have a broader approach, in other words, a specific type of training for librarians working with this group to involve social work in the broader sense -- in other words, working with outside groups, perhaps, like some of the various social agencies that work with teenagers in partnership with the libraries. Don't you think we need that kind of training?

DEIRDRE HANLEY: Training the librarians to work with young adults as well as with these other agencies?

SHIRLEY ADAMOVICH: Yes.

DEIRDRE HANLEY: Yes and the problem is that the librarians these days are having enough trouble just doing straight library work. I think it's definitely true that, if you have more understanding of your customers, of what their needs are, and if you have another agency that you can call on that has the expertise, that it would certainly be most helpful.

SHIRLEY ADAMOVICH: Because some of those agencies can bring young people to the library. So this would imply, in a way, a restructuring of some of the school library matrix where we really don't work in different areas in different ways.

DEIRDRE HANLEY: Yes.

SHIRLEY ADAMOVICH: Thanks.

DEIRDRE HANLEY: You're welcome.

J. MICHAEL FARRELL: Do we have any comment? Please identify yourself for the record.

MURRAY MARTIN: Murray Martin. Speaking to your point about policies. One of my students last year at Simmons worked at a large library system in Maine and went back very interested in the area of young adult services and discovered there was a severe lack of policy. That particular group hadn't been built in to library activities. As a project for me then, the student developed a useful, small collection of various media dealing with adolescent problems. What she found was a hit-or-miss selection policy that had something on this, very old books on that. The problem, of course, is that their interests spill over. They need adult books as well. What she found was a lack of focus. I think this is the kind of thing which has to be brought home to all of us as librarians, that yes, their social needs are different, the approach is different, their information needs are different and have to be addressed if we are to retain them. That's a very serious problem to retain the teen/adolescent learning loop.

DEIRDRE HANLEY: That's very true. A specific example is that you'll see many young adults going around with Walkmans and they don't necessarily take in information in the print form. Of course, as librarians, we are very strongly addicted to the print format. I think it would make a lot of sense if our young adult collections addressed the way that they take in information. If we really want to get through to them, let's do it in a way that they're going to accept the information.

J. MICHAEL FARRELL: Thank you very much, Ms. Hanley. It was very, very interesting. If you happen to expand and revise your comments and have them to the Commission on June 15th, I would appreciate it.

DEIRDRE HANLEY: Thank you very much.

J. MICHAEL FARRELL: The next presenter will be Ruth Toor, president of the American Association of School Librarians.

Ruth Toor -- President, American Association of School Librarians (AASL)

RUTH TOOR: Good morning and thank you for letting me testify. My name is Ruth Toor. I am a school library media specialist at Southern Boulevard School in Chatham, New Jersey.

I am the President of the American Association of School Librarians, which is a division of the American Library Association. I am pleased to have the opportunity this morning to offer some personal observations of school library media centers as well as to share with you specific recommendations endorsed by AASL.

In my travels this year, as I talked to library media specialists around the country and received many letters and phone calls, I've heard horror stories

*of schools where the library media centers are being closed or certified professionals are being replaced by paraprofessionals, clerks or volunteers;

*of districts that are on an austerity budget with no money at all with which to buy library books;

*of schools that can't purchase encyclopedias while theirs are so outdated that, in many cases, there's no mention of former President Bush or even the eight years of President Reagan;

*of library media centers that have had no budget increase for ten years, yet their schools' enrollment has increased, so that fewer and more outdated books must be shared by more children;

*of library media center budgets that are shrinking while costs of books and other materials, as we all know, are rising; and

*of library media specialists who are concerned that they can't update or upgrade their collections which still contain books such as *The Miracle of Asbestos* or *Becoming A Secretary: A Good Job For Women.*

Last fall the American Association of School Librarians' Legislative Committee asked library media specialists to gather data on the age of their collections in conjunction with the introduction of the new bill to re-authorize the ESEA and target it specifically to improve library collections. They used statistics as to the age of these collections and expected that many respondents would report the largest number of copyright dates in the 1960s, during the years when the ESEA funding was begun under President Johnson.

Now personally, I'm very fortunate to have a very good collection, a good budget, a supportive principal and school administration and I've tried to weed my outdated books. So, I expected that my collection would be pretty current.

After we did this survey, I was surprised to find that the largest part of

my 8,500 non-fiction books, or 39%, were published between 1970 and 1979 with 23% copyrighted in the 1960s and 32% in the 1980s and 1990s. All together, 68% of my non-fiction books dated from 1979 and earlier. Sixty-two percent of my 7,400 fiction books also were from 1979 and before, with 38% published since 1980. When I showed the results to my principal, he was surprised as well and his comment was, "If this is your collection, which you've lovingly nurtured over the years, what must other school collections be like?" I think that's a very valid concern.

Unfortunately, many adults think of school library media centers in terms of what they experienced when they were in school, little realizing that the enormous changes that have taken place in our access to information through new technology have made them a vital factor in educating students today. Just this past week I had a conversation with an executive from a communications company. When I told him what I did he said, "You don't really work with students regularly." I quickly disabused him of that notion saying that I see every one of my 450 students almost daily, at least several times a week. As defined by *Information Power,* which was published in 1988, ". . .library media specialists have three overlapping roles; that of information specialist administering the library media center; that of teacher, and of instructional consultant, collaboratively planning with teachers and being involved in the development of school curriculum." We do resource-based instruction, forming collaborative partnerships with teachers and helping students learn how to access, evaluate, use and communicate information from a variety of sources. We work with teachers doing whole language. They teach reading with library books instead of basal readers and we offer them ideas for ways to use these books including author studies, curriculum connections, etc. We are deeply involved in the restructuring movement.

AASL members have a vision adopted by our Board of Directors. "In five years, all schools will have library media specialists who are recognized as leaders in restructuring the total education program, participating as active partners in the teaching/learning process, connecting learners with information and ideas, and preparing students for literacy and lifelong learning."

This vision allows us to make a commitment to the future and also to the six goals for the year 2000.

Library media specialists all over the country are ready to help implement those vital national goals in a variety of ways. These are taken from AASL's position paper:

*They will work with parents, care givers and other individuals and groups such as Head Start to provide materials and experiences to ensure goal one, that all children will start school ready to learn.

*They will plan with classroom teachers to match materials to students' learning styles in the non-competitive atmosphere of the library media center as they pursue independent study projects and curricular units toward goal two, increasing the high school graduation rate to at least 90%.

Students, whether they are special or at-risk populations, who experience success in learning will stay in school until graduation.

*They will help students develop critical thinking and problem-solving skills and learn how to use information in many formats effectively to meet goal three; demonstrating competency in challenging subject matter as well as learning to be responsible citizens. With the amount of information available through technological resources, its currency is extremely important and a library media center generally has more up-to-date resources than the textbooks used in the classroom.

*They will ensure students' and teachers' access to advanced scientific and mathematical information and research using computers, multimedia presentations to teach concepts and networks to broaden access to this specialized knowledge so that our students can attain goal four, becoming first in the world in science and mathematical achievement.

*They will encourage students to become avid readers of books, both for assignments and for pleasure, introducing them and their families to the many types of materials available to respond to goal five, in which every adult American will be literate and be able to compete in a global economy and exercise the rights and responsibilities of citizenship.

*They will provide information on problems of society including drugs as well as where to seek help for networks with community agencies, access to accurate information and materials to help students develop moral and ethical values, thereby reaching goal six, which provides that every school will be free of drugs and violence and have an environment conducive to learning.

School library media centers can and should be an integral part of the achievement of these six goals by the year 2000. To do this, however, they must be adequately funded and staffed by trained professionals who not only understand how to run the media center but also how to work collaboratively with classroom teachers and other members of the school's education team. They must also have access to the latest resources in technology. In too many cases there is no school library media center or it is not professionally staffed or it is inadequately funded.

The Elementary and Secondary School Library Media Act, introduced by Senators Paul Simon and Paul Sarbanes and Representative Jack Reed, contains immediate solutions to some of the most pressing needs of our school library media centers:

*First, we want to re-emphasize the need for the establishment of an office within the U.S. Department of Education specifically for school library media programs. This office would provide leadership to the profession and linkages involving school library programs with other agencies.

*Second, we want to re-emphasize that the ESEA establishes categorical aid for school library media centers. They are too important and too integral to all areas of learning in the schools to have to fight for a share of money allocated for other special educational groups. It's almost criminal that, as I mentioned before, many school media centers have not had

significant infusions of money for materials since the late 1960s. Outdated books which offer misinformation have no place on our shelves.

*Third, school library media centers should not exist in a vacuum. The information which they provide the students comes from a variety of places and sources, many of them outside of the facility's immediate four walls. Present-day technology through phone lines and modems can expand students' horizons and prepare them to look at our changing technology. Yet, we know that only 60% of school library media centers have a telephone. Therefore, the portion of the ESEA dealing with technology is very important. The school library media center is a logical place to connect students with the outside world.

The ESEA is not an end but a beginning. It can start the process of renewing our school library media centers. It can help demonstrate that they are integral to the learning goals and outcomes of our schools. It is cost-effective for them to be the information centers of these schools.

Legislation which deals with at-risk, special education and gifted students, legislation which deals with making schools safe and drug free, legislation which is targeted for the improvement of instruction in such areas as mathematics and science, should all contain a title which targets materials for school library media centers.

In addition, legislation which deals with telecommunications should also consider how large an impact on the services which the school library media center can provide is made by the installation of something as basic as a telephone line at a reasonable cost.

Our children need to know that knowledge is power and that access to information gives them power; the power to succeed in an increasingly complex world. Thank you.

J. MICHAEL FARRELL: Commissioners DiPrete and Adamovich are very familiar with your recommendations. Let me ask my question, putting on my Washington or private sector hat. How will your recommendations, if implemented, reach goal five?

RUTH TOOR: Goal five?

J. MICHAEL FARRELL: Goal five. In a graduation rate of 92%, I'm not sure in the schools I'm from whether that really is representative. Let's just go to goal five.

RUTH TOOR: Okay. This is the one saying every adult American will be literate and will possess the knowledge and skills to compete in a global economy. First of all, we encourage students to read for pleasure and also for class assignments. And the collections that we have provide access to all kinds of material that reflect the changing global conditions as well as provide an historical background.

J. MICHAEL FARRELL: Does that really prepare them to compete internationally?

RUTH TOOR: Well, they have to have a good education to start with. I think there was mention before about the fact that schools are not teaching for what students need. I know that in the libraries, in the media centers, we are trying very hard to do an awful lot of critical thinking, we are trying to prepare

them for the world outside. We are trying to tell them that there is a lot of technology out there that hasn't been invented yet. We're trying to explain to them that they can handle this if we give them the background. If we get them started and teach them the process, they would be able to transfer that to other things.

J. MICHAEL FARRELL: Does "compete internationally" mean that we're talking about developing a bunch of engineers or are we just talking about competing intellectually?

RUTH TOOR: No. We mean compete in many ways, you're absolutely right. There are problems. One of the problems is illiteracy and we have to try to make our people as literate as we can with adult education, with collections and services. We have to retrain people to do different jobs because there are so many people out of work now. This is another place where we think that library collections have a great deal of information that adults can use. This is a case where the library is open to other people, not just the clientele. Some libraries are open at night, some libraries are open on weekends. My library is open in the summer.

J. MICHAEL FARRELL: Has there ever been an instance where the libraries have gotten money from the Department of Labor for their program for return?

RUTH TOOR: Not to my knowledge.

J. MICHAEL FARRELL: There's more money over there, which is a problem. Virginia Mathews?

VIRGINIA MATHEWS: There was an instance, Commissioner Farrell, about 1982, when $50 million from the Labor Department was sent over on an interagency basis and put through Title II of LSCA. That's the only instance that I know of.

J. MICHAEL FARRELL: Was that the Emergency Jobs Act?

VIRGINIA MATHEWS: Yes, that's right. It was '81 or '82 and that's the only instance I know of so far. But again, that was for public libraries and, of course, I think what you're asking Ruth is whether that kind of thing is apt to happen with a school library. I think probably the answer is not yet, but it may. If we get into apprentice programs, for example, that kind of thing.

J. MICHAEL FARRELL: The purpose of my question is trying to understand the base of knowledge of the government. . .

RUTH TOOR: If I may make one more comment on this. We wrote a letter to President Clinton before the Inauguration, suggesting ways that we could all work together. One of the points we made was that we felt we could help with this retraining of people because of the materials we have in our libraries. I don't know if it will happen, but we're trying.

J. MICHAEL FARRELL: Commissioner DiPrete?

CAROL DIPRETE: As we hear testimony, we start formulating other questions. One of the issues I have not really heard is how school libraries can share collections and the inter-connections to a library. We hear a lot about purchasing materials but not a lot on sharing. Can you comment on that?

RUTH TOOR: This is very timely because I've spent the last few days

writing a grant about sharing collections. We are trying to do this in New Jersey, to get one of these LSCA grants for retrospective conversion and getting groups of people together. We also have in the State a series of networks and the various groups are public libraries and academic libraries and special libraries and school libraries. We all share our collections. I think that, as more and more groups are forming into networks, we can't afford to each buy everything we need, there's no way. Even if the money was ten times more, we still couldn't do it. We need to share because we're not using every book every day. The more we can communicate electronically -- I know there was mention of this before too -- the better we can do. I do think that the schools are really trying to do this. We are trying to form networks among ourselves, we're trying to form networks with other libraries around the State. Some day maybe we'll have an electronic network where we can borrow from other States as well. I don't know if that addresses what you were asking.

CAROL DIPRETE: There is some cooperation in the legislation, right?

RUTH TOOR: Yes, there has to be cooperation with networks of public libraries, among other things. What the State is trying to do is get more of a database, to get as much as they can on the State database, so everybody can borrow from that.

J. MICHAEL FARRELL: Commissioner Adamovich?

SHIRLEY ADAMOVICH: I was thinking of goals five and six, the drug-free society and the adult literacy. Those two objectives speak very well to library cooperation. Has AASL made any kind of statement about cooperating with the local public libraries in perhaps these particular areas, but obviously in any area that comes along? I know you mentioned Head Start, which of course is cooperating with an outside agency. You mentioned cooperating with outside agencies. Do you have a policy or statement or initiative or goal along those lines?

RUTH TOOR: I think we work closely with the public libraries. I will get the information for you and I will add it. If we have a set policy, I will send it to you. One of the things that we are trying to do is to reach out to everyone because we can't work alone and we all need a lot of people. The more we have together, the more we get done. So, we have tried very hard to reach out to educational groups and to the public library of course, as was mentioned; we're all working for the same thing. We want our students to read, to grow, to know things, be able to get information. If I may make one comment on one of the things that was said before? I was thinking when we were talking about why adolescents don't read as much, in addition to biology. I think reading is not valued in this country. Nobody stands there and says, "Congratulations! You just read all these books!" They say, "Congratulations! You won this game! Here's a trophy for sports!" But how many people actually value reading other than those of us around here? I think that's one of the problems and I don't know if it's changeable, because students are very smart and they know what is important to other people and what is

not. I don't think that reading is valued as we value it.

SHIRLEY ADAMOVICH: You might see that progression in many of our public libraries. The summer reading programs do value reading and give prizes but, as the other lady was saying too, as time passes and they get to be adolescents, that's all kid stuff and it's all nice for the little kids, but they move into the video, the audio and so forth. That may be one of those transitions.

RUTH TOOR: It appears that these electronic media are the leaders and that's what the problem is.

SHIRLEY ADAMOVICH: Exactly.

RUTH TOOR: It's valued in the elementary schools, I think. When the children come to school, they're really excited about books and reading and somewhere, something happens. It could be that adults have this feeling that it's not as important. They say it's important but they don't show it's important.

SHIRLEY ADAMOVICH: Yes, yes, what is the old saying? Do what I say, don't do what I do. And most adults are not reading.

RUTH TOOR: That's it!

J. MICHAEL FARRELL: Thank you very much.

RUTH TOOR: Thank you.

J. MICHAEL FARRELL: It just occurred to me, regarding the comments that will be supplied to the Commission, to remind you that we have a new address in Washington. It's 1110 Vermont Avenue, North West, Suite 820, Washington, DC 20005. The next witness will be Carolyn Noah, representing public libraries in Massachusetts.

Carolyn Noah -- Public Libraries in Massachusetts

CAROLYN NOAH: Good morning. My name is Carolyn Noah. I am the children's services consultant for the Central Massachusetts Regional Library System.

The Central Massachusetts Regional Library Systems provides support services for public libraries in 71 communities and most of those communities have populations between five and ten thousand. It includes towns that are only 50 miles from Boston, but the contrast in sophistication and the educational background of the library community is significant. So, I would like to speak to you from that perspective.

Here we stand, toe to toe with the next millennium and children's services really have to welcome remarkable opportunities. The public library is the only agency in town that invites all children free of charge to a celebration of books and reading that prepares them to be lifelong readers. The library provides supports for moms, dads, care givers as they undertake the most important jobs that they'll ever have. Children and their adults are entitled to the best, most comprehensive recreational and informational library service that we can provide.

I took at look at the White House Conference Youth Omnibus Initiative as a huge laundry list. So what I've tried to do is identify some things that I thought were really important and that I would

like to see pursued. First, we need legislation that will create incentives for family reading and for library cooperation with early childhood agencies. This includes not only Head Start, but day care centers. It also broadens out to work with parents to provide a framework for family reading. Early childhood titles should provide training for care givers by librarians in the importance of books and reading. We have to encourage adults to be the reading role models that children desperately need to see. That kind of collaboration will ensure that kids are encouraged to read early and always.

We need new legislation that will create partnerships between school and public libraries. Library services for youth should be a continuum, in and out of school, especially in a small town where resources are limited. Media centers and public libraries should be linked electronically and professionally. Working together will create a comprehensive library picture for each community and enable the most effective use of resources.

This is very brief because finally, I urge the broad establishment of scholarships for librarians entering youth services, especially for minority students. Recruitment for librarianship must reflect the mosaic of our communities and we have to recruit with vigor in order to respond to electronic and demographic challenges that lie ahead. To provide the best of library services, our recruitment and scholarship programs must reach into the very smallest of communities. What public school would suggest that less than a college degree is an adequate education for a person entrusted with the portion of our children's future? Yet that's what we see happening all over Massachusetts in the small libraries.

I believe that youth librarians will be mentors, parenting teachers in early childhood education in the year 2000. If the Commission can help to create the momentum to enable that vision, I applaud you.

J. MICHAEL FARRELL: Thank you. You say that less than 50 miles from Boston is rural?

CAROLYN NOAH: There are farms less than 50 miles away from here. A lot of towns are tiny little farm towns. Some of them are industrial. Some of them are commuter towns, but many of them have very little in the way of resources in their communities, either in their school or their public libraries.

J. MICHAEL FARRELL: What type of resources do you have access to in your children's area? Can you tap into Internet?

CAROLYN NOAH: To my knowledge, in central Massachusetts there are no public libraries that are hooked up to Internet yet. That's our next immediate goal.

J. MICHAEL FARRELL: None?

CAROLYN NOAH: None. Anyone know any differently? There are very few public schools that have connections at the senior high level.

J. MICHAEL FARRELL: Are there interlibrary lending programs?

CAROLYN NOAH: Yes, very active interlibrary programs. In central Massachusetts we have an automated network and, as that grows little by little into smaller communities, there's more and more interlibrary loan. But at the

moment, there are -- I believe -- 11 fully automated libraries in central Massachusetts out of 71 communities. So, it's an expense that's really beyond the reach of a lot of small libraries.

J. MICHAEL FARRELL: Carol DiPrete?

CAROL DIPRETE: Carolyn, are any of the schools connected to the network?

CAROLYN NOAH: There are some beginning, tenuous connections in Shrewsbury. There are some FreeNet types of operations that are developing in isolated places in Westminster, for example, where all the town agencies are beginning to talk to each other electronically. Unfortunately, that's growing up very sporadically and also without the resources to coordinate coherently.

CAROL DIPRETE: You're the children's services consultant. Is there, in the Central Region, a Y.A. consultant?

CAROLYN NOAH: No there is not and that's a need too.

CAROL DIPRETE: Has there ever been one?

CAROLYN NOAH: In 1991 the Central Region had a grant which was funded to provide a part-time young adult services consultant. Of course, the year when the proposal was made, it was thought that it would become a permanent position. As we know, the bottom dropped out of public libraries in Massachusetts so that hasn't happened. At this moment, we're not really sure how we can provide young adult support. That's a recognized need.

CAROL DIPRETE: Is there any formalized program for cooperation of the public agencies to provide aid?

CAROLYN NOAH: Well, there are some grassroots kinds of things going on that started at the local level. At the regional level, we did some cooperatives with local education funds and day care agencies that branch out into a lot of different communities. But again, there's nothing formal that goes throughout the whole area.

J. MICHAEL FARRELL: Commissioner Adamovich?

SHIRLEY ADAMOVICH: I want to ask you to hypothesize. I've worked a great deal in rural areas, as you have. In New Hampshire, we have 400 to 5,000. Many of these towns are trying to support their schools and their libraries. But the libraries are small and don't show too much progress because basically you can't have a big library in a very, very small school or in a very, very small town because you haven't got the money. Would you think in terms of maybe a supervisor to go around to all the libraries? You can't put professionals in these libraries. They'd climb the walls in many cases because the libraries are too small to keep them fully occupied, unless you have a very unusual professional who is content to work with a very small group of children in the way a teacher would. But I have found that professionals can't be paid in the first place -- there isn't money. So, how would you solve that problem in these small towns?

CAROLYN NOAH: Well, certainly we do need to have even the smallest library hooked electronically to the resources that the larger libraries are hooked up to. We need someone who is able to facilitate their use, whether we have circuit-riding professionals or

people who work with all the libraries from a couple of central locations. I guess that can be worked out either way, but they need to have the easy access to the same resources that every child should have.

SHIRLEY ADAMOVICH: Would you favor professional training in each of these cases?

CAROLYN NOAH: I believe that every public library should have a professional librarian and that's the goal that we should try to achieve. Would you suggest that a school teacher in an elementary school should be less than professional?

SHIRLEY ADAMOVICH: We have them. There is a program now to do that. They are professionals in a sense. But, if you have a professional in every one of these libraries -- and many libraries are the size of half this stage and they're given 200-300 children, and the town has a budget of $100,000 a year for the school and they've got six teachers -- you would see fit to take that small salary and hire a professional librarian to go in and see what she could do?

CAROLYN NOAH: Well, you're talking about the best of all possible worlds, obviously, and it's a long reach for a small library to hope to achieve that. So, we have to begin with, I guess, raising our standards for people who work at libraries and requiring them to maintain some ongoing educational support so that they keep up with the technology and the resources that they need to know and they're not so isolated.

SHIRLEY ADAMOVICH: Do you think peripatetic or circuit-riding programs might be helpful?

CAROLYN NOAH: I do. I do. I work with lots and lots of libraries and visit some of them maybe once a year because they're far flung. There are 71 of them. But it's a resource that people need to be able to turn to.

SHIRLEY ADAMOVICH: Do you think there's a role in the Federal government here in providing perhaps some funding for one of these titles, especially for training librarians who could work in these areas -- in other words, increase the consultant staffs to libraries and regional areas like this?

CAROLYN NOAH: Absolutely.

SHIRLEY ADAMOVICH: That would come in under a training recommendation, in a sense.

CAROLYN NOAH: Right, training and also recruitment.

SHIRLEY ADAMOVICH: Thank you.

CAROLYN NOAH: You're welcome.

J. MICHAEL FARRELL: Any comment?

MURRAY MARTIN: We speak a great deal about resource sharing and we almost always mean materials. People are one of the greatest resources we have and they should indeed be shared. I think one of the goals of the legislation could be to encourage the appointment of circuit-riding librarians, perhaps in this situation. I'm very familiar with tiny, tiny, tiny communities. Back home in New Zealand, ten or 15 is a small community and they have a school. Library service is a cooperative endeavor and, at the Charleston conference last year, one of the attendees said there is a very different attitude towards cooperation in different

parts of the country. He came from the northern midwestern Plains where they have to cooperate or die. But there is a governmental problem in the way everything is cut up and townships are sufficient unto themselves and so on. If the legislation could encourage sharing of people as well as resources, that would be a way of improving access to professional help.

CAROLYN NOAH: I agree.

J. MICHAEL FARRELL: Thank you very much. We will now take a break. We have a video produced by the New York Public Library on connecting libraries and school projects. It was funded by the DeWitt Wallace-Reader's Digest Fund. I believe we have the video set up here. It's 15 minutes. Here's a brochure. Recess. Thank you.

(WHEREUPON, the Forum was recessed at 10:40 AM and resumed at 11:00 AM)

J. MICHAEL FARRELL: The next presenter will be Bonnie O'Brien, president of the Massachusetts Library Association. Welcome.

Bonnie O'Brien -- President, Massachusetts Library Association

BONNIE O'BRIEN: Good morning. I'm happy to be here at the end of our annual conference, which was the last two days. I feel like it's just continuing a little bit here.

The greatest resource that the United States has to lead it successfully through the first half of the 21st century is its children and youth. In order to assure all children an equal opportunity to achieve their fullest potential, we need to work with the parents and other care givers in order that they understand the growth and development process from birth to school age. Once they know this, they will understand how that process significantly impacts on a child's ability to learn. Children who have had a good pre-school growth and learning experience are ready and eager to learn once they start school. This growth experience needs to include a sound, healthy body that has been well nourished and a life in an environment in which love and understanding are present and where imagination and inquiry are encouraged. All children also need to have a roof over their heads, beds to sleep on, food to eat and a need to be free from fear. Childhood is precious and we need to work hard to be sure all children have a chance for a happy childhood.

In order to achieve this equal status for all of our children, public libraries need to be a center where parents and other care providers can find the basic information they need to support them through the parenting process. Many young parents live away from their own extended families and often both parents work. The free exchange of parenting experiences, so sorely needed by parents, often just to be reassured that what their child is doing is normal, is missing and it is not available to them now. This is something that libraries can provide to them and have a unique opportunity to do this.

Public libraries have a unique opportunity to provide a much needed service to parents by providing access to materials which can help them with the most vital role of guiding our leaders of tomorrow. Public libraries need to work

with day care centers and schools so that all parents have equal access to this supporting information. Public libraries should not have to compete with school libraries for the same dollar. Rather, there needs to be enough money allocated so that both the public library and the school library have adequate monies to purchase materials to answer their patrons' questions. We need to continue to provide parenting information through the teen years, not just for when children are in the pre-school era or in elementary school. A lot of parenting information is available and we need to support parents through the changing years of adolescence.

Public libraries and school libraries need to have access to and be able to use all the technology available to them to help parents, children, teachers and young people achieve easy access to the world of knowledge. This access needs to include the availability of literacy programs so that, by breaking through the barrier of literacy, each person can move ahead to achieve success. If a parent can be taught to read a book so that they can read a book to their child, what a sense of self-worth this provides for the parent, what a wonderful bonding experience it is for the parent and child. And hopefully it starts the love of words, pictures and learning with children. This sense of self-worth needs to be given to each child and it is that worth that needs to be fostered and encouraged in each person. I would like to -- for a moment -- read one of our letters that we received at the library for the ALA's "Libraries Change Lives" program. "My name is Albert Pearson and I'm a student of Miss Marian at the Shrewsbury library. I have been learning how to read and write. I have spent most of my 51 years wanting to read and write. Now, with the help of Miss Marian and books from the Shrewsbury library literacy section, I am able to fill a big void in my life." Now I think that, if we can provide literacy for all of our patrons, all of our peoples, we are achieving a goal that provides access for all.

It has been my experience that public libraries, school libraries and often the schools themselves are in competition with each other. I believe this has resulted in extreme duplication of effort and much wasted time, which could be more successfully used working for the greatest benefits for our children. Please make sure that in the future we don't have to fight and squabble over such a limited piece of the pie, but rather that we can work to aid our children and youth to achieve what they deserve. Don't make us fight tooth and nail for every single nickel that we really need to help them all.

Public libraries serve patrons from the womb to the tomb. We need to work with the schools and all others who support parents, care givers and children in order to achieve a literate society in the next century. In doing so, we will have supported our youth in the best way possible, providing them with the means to achieve success in their lifetime, whatever that success to them is.

J. MICHAEL FARRELL: Thank you very much. One of the purposes of this hearing is to gather information on what we refer to as redefining Federal roles. Nobody here today would disagree with your presentation. How should the Federal government redefine

or expand its present role in the library community? In your area, what would be the few things that you would suggest the Federal government could do?

BONNIE O'BRIEN: Well, first of all, I think that you could give us some more money both to go to the school libraries and to the public libraries. It's been my experience -- and I think maybe some of the others could speak for this as well -- that sometimes people do not apply for LSCA monies or ESEA monies because of the time commitment involved in all the record-keeping. For example, you have to do quarterly reports. Well, let's cut the reports in half so that you can spend the time with the people that you need to spend it with, helping the parents, helping the children, rather than saying, "Oh well, someone else has to be out on the desk today because I've got to finish this quarterly report and it does take time to be able to do that and to do it accurately and correctly." That would be one of the recommendations that I would make.

J. MICHAEL FARRELL: Regulatory reform.

BONNIE O'BRIEN: Yes, definitely, not necessarily to ease the regulations but to change the recording procedures and to make them not as cumbersome as they are at this point.

J. MICHAEL FARRELL: Commissioner DiPrete? Commissioner Adamovich?

SHIRLEY ADAMOVICH: She covered it beautifully.

BONNIE O'BRIEN: I would like to say too that this morning I could have been here as well as one other place, because all the town department heads are meeting with a computer consultant to determine what sort of communication links we will need to take us to the next 20 years or so. I sent my list and I said, "Make sure that Internet is there for all of us and any access to any other online technologies."

J. MICHAEL FARRELL: You're President of the Massachusetts Library Association, statewide?

BONNIE O'BRIEN: That is correct.

J. MICHAEL FARRELL: Are the needs different in the three regions?

BONNIE O'BRIEN: Well, yes. The needs are different because the demands of the patrons are different. We need access -- all of us, though -- to information. Our greatest need needs to be to continue to support resource sharing and enable our automated systems to be linked up. Then the person in North Adams -- that's not a good example because they can go into North Adams State -- but in some of the smaller towns in the Western Region and also in the Eastern Region patrons need to have easy and fast access to information. In the central region, one of the things that we're working for is to have all four smaller libraries as dial-up members and have dial-up access to the automated computer resource-sharing system that some of us are involved in.

J. MICHAEL FARRELL: Thank you very much. Our next presentation will be from Yesha Sivan.

Yesha Sivan -- Harvard University Graduate School of Education

YESHA SIVAN: Peter, I need you to help me here. For this presentation, I ask everybody to come down here and

sit in the little community right here near my computer. Is that okay?

J. MICHAEL FARRELL: Do you want us?

YESHA SIVAN: Of course! You, front row!

PETER YOUNG: So get up and come down.

YESHA SIVAN: A little excitement is good for the soul. First of all, let me apologize for this format. When Peter invited me to come here, I thought that we had a projection device. So, you can imagine that it's a big screen but it's not -- it's a small screen.

Also, another pardon for my English. I'm originally from Israel. My English is based on a combination of "Starsky & Hutch" and "Star Trek". Anyhow, excuse me for wrong words or wrong sentences. Let me also share with you that this year I am celebrating my tenth year in the area of technology for education. I have done many things. I spent almost three years in the Israeli Army developing curriculum using advanced technology, to working as a consultant for companies in Israel to develop their own methods of technology. And then I came here to Harvard to do a master's in the developing and designing of technology because I thought that that's the important issue. Unfortunately, at the end of the first year, I changed my mind a little bit. The issue is not developing new technology, because we have already lots and lots of new technology. Issues are somewhat different. So, this is a little bit about my background. Let me also tell you that I know nothing about libraries. So, I bring a totally different perspective. Also, I have 20 minutes.

The name of my talk is "Libraries, the Fuel Stations of The Knowledge Age". You will see why I think fuel stations are a very good metaphor for libraries in the knowledge age. The goal is to propose some brainstorming ideas about the roles and structure of libraries in the knowledge age, with emphasis on brainstorming.

The structure of my talk is that I'm going to start with an introduction, which has just ended. I'm going to share with you a vision of the knowledge age, which I'm sure we all know about. Then I want to talk a little bit about libraries in the knowledge age. Finally, because Peter asked, a realistic potential role for the Federal government.

Before we go to the next slide, notice these wonderful graphics that I have here. Do you see what it is? It's a gas filling station. But what is it filling? Information! There's a person there, right? A person standing there, doing work. Bear that in mind.

Definition of the knowledge age. Okay, a little distinction between "knowledge" and "information". You have information but you do things with knowledge. A library has lots of information. Knowledge is always in the heads of people or in the heads of machines. You can do things with information, then it becomes knowledge. So, it's the action that defines the knowledge. A few examples: MTV, CNN, bombarding with information. One of the signs of the knowledge age is what I call the concept of electronic money. Now, as someone who is about to finish his graduate study and move

into the workforce, it's very complicated. Money is not a simple thing anymore.

Basically, when I speak to my friends at the business school, they don't speak about money. They speak about something else -- possible futures trading, international market, etc. These are all concepts that the common person that has to invest for his/her retirement does not know anything about -- yet one other tiny sign of the knowledge age. Future signs, personal information managers, you roll a little thing and all the information is going to be here, cellular phones, cable companies talking about 500 channels, etc., etc., etc. These are pretty much what we all know about.

Let me offer you a somewhat different perspective on the knowledge age. In the knowledge age -- at least as I see it -- there's going to be a total redefinition of the relationship between business technology and education -- a totally new definition of the domains themselves and the relationship between them.

A little bit about what is business. Business has to do with the issue of an organization, the ability to act in coordinated ways. Technology has to do with pure ability. Technology is defined as human-made tools, an extension of man, etc., etc. Close to home, education is a key domain in the knowledge age because it has to do with the advancement of knowledge and the development of knowledge in different entities, whether it's you or you or you as individuals or the Federal government as an organization. What is happening here is really sharing of knowledge between the Federal government and us, the people.

So this model, which I call Model Y, needs to be in the background as we discuss different aspects of the knowledge age and redefinition of the domains themselves and the relationship between them. The current picture in this environment, this Y, is that there are lots of relationships between business and technology. That's the reason for this black arrow. There are not so many relationships between business and education, technology and education. That picture exists whether we're talking about K-12 schools or if we're talking about industry and industry training.

If you look at the departments of human resources, they are usually not profit centers but cost centers. They're not considered as something that is responsible for generating money, they're considered something that is wasting money or spending money, depending on how you want to view that. But that picture exists in the entire industry and it's somewhat a worldwide phenomenon.

What is really needed are more links between education because it needs business technology, but also it goes the óther way. Business and technology need more education. When I say that, it's extremely important to understand that, without the education aspect, new technologies are going nowhere. That is, without the training, without the educational aspect of the design of those products or services, it's simply going nowhere.

Okay, now we can stop talking about the background about the roles of libraries, the natures of libraries in that knowledge age. That's the topic of the discussion. Comparing libraries to fuel

stations. What is the product in fuel stations? Fuel, a refined form of energy. Customers; people, organizations, etc. Usage; fun, education, work, going anywhere you want. Location; easy to access. Almost every corner, it's there. Highways, it's there. Structures; all have the same structures, more or less. You go into one gas station, you know where the important things are. Service; both self service and full service, which include cleaning the windows, checking the oil, doing some other things. Link system; needs cars. Cost; you pay for the service.

Now, take that and compare it to libraries of the knowledge age. Almost the same. We can start arguing later. Product; information. A refined form of knowledge. Universities, companies, industries, they're all developing all this knowledge, packaging it, putting it for sale. Customers; people, organizations, governments, state agencies, etc., etc., all kinds of things. Usage; fun, education, work, etc. Location; easy to access. Very important. Easy to access. Every corner. Every corner. Needs to be there. You need to see this big shell lighted all over the place: EXXON, LIBRARY BOOKS. Service; both self service and full service. Come in, you get the book you want, you go out. Sometimes you need to ask questions. You need service. Structure; they're all the same. You know where the reference is in every library. There is a big sign that says, "REFERENCE". You go there if you want something done. Link systems; electronic roads.

We need some ways in which one can use this information. We also need some entities to hold and store that information, perhaps personal computers or something like that that's going to assist you to do that. And of course cost, you need to pay for the services. Now, as I was sitting here, I sort of imagined how I could cross that out and not go into the argument.

But really, I think that you should pay for the services that you get in a library. It's very simple, especially in America. If you don't pay, it's worth nothing. It's as simple as that. It goes back to the issue of redefining the relationship between business, education and technology. If you pay, that means that it's important. If you pay, it means that you value what you want. It means that you think before you purchase. It means that you have an allocation for it. It means that it's part of your own personal budget, possibly an organization, and it's on a continuous base. We can talk a little more about that later if you don't like that. I really think it should be. Also, I would like to say that the costs are going to be so little. I would imagine that the amount of money that a person who is an avid reader for a month is going to be like ten dollars. That's it.

Okay, now I want to read you a story. The story that I want to read to you is a story of me in the knowledge age. That is, what will happen or how is the scenario going to look like of someone who is using libraries in the future. The reason I use the story is because a story is a very quick way to all you librarians to imagine what is going to happen. While I'm reading you this story, I ask you to think about the nature of it and write notes.

Nine a.m., I open the computer. I wake up at 8:30. It's Tuesday at 8:30 in the morning. The printer has already printed the daily morning newspaper. It's divided into local news; industry news; the *Boston Globe* page. I read the paper as I eat breakfast. Nine a.m., I open the computer. Four messages. First, an electronic copy of the daily newspaper. I copy the notice about the NCLIS forum directly into my appointment book. I want to be there as they discuss the next generation of knowledge. Second, my weekly list of new books, articles and paper arrives from HOLLIS, the Harvard On-Line Library Information System. I file it in the "to-do" folder. I don't feel like looking at it now, although a few items received relevancy grades of greater than 800. Usually, such a grade means that they are very relevant to my work. Third, a week-old self reminder. It reads, "Order the book about models and cognition". The current cost is now down to only $1.50. For this fee, I will get an electronic copy with rights to copy up to 20% of the book but with no update rights. Since for me modeling is only marginal research topic, I decide that this offer is good for me. I press the "ORDER" key and the computer informs me that the book will appear in the electronic desk the next day and that my toll charge for this month for this information is only $5.50. Fourth and last, the message says, "News from Israel". I read it in Hebrew. Message 13 says something like, "Israel, U.S. relations and issues of the Middle East peace." I post the English version of that message in the Israel/U.S. public policy bulletin board which is read by many of the Harvard students. Very interesting stuff. That's all for the morning mail.

Before I start working, I need to check something about my potential hernia. You see, yesterday I went to the doctor and he told me that the pains in your lower abdomen is a potential hernia. "You might need to see a doctor," he said. I'm not sure which database to choose. I look at the library roster to see who's working there today. I see that John is there. His "accept message" flag is on. I send him a short E-mail message for the need of information about medical issues. I'm not sure I want to share with him my exact potential problem so I ask him for just general question. What is the low-cost medical information database? Now for work.

A colleague in Washington has asked me to compare the amount of historical research done on World War I with the amount of research done on World War II. I go into the count mode of the library system. I ask HOLLIS, our library information system, to count the books relating to the two wars. As expected, many more books were written on World War II than on World War I. I compile the results, send it to my colleague in Washington. I also send a copy to Lilly, my high school librarian in Israel. She's always a good person to verify such knowledge issues. Meanwhile, I get an answer from John. It is a list of medical databases with their relative costs. The library has a special arrangement with MEDLINE. After all, MEDLINE is made in Beth Israel, one of the Harvard hospitals. John recommends using MEDLINE. "After you get the key words from MEDLINE, go to some

cheap -- or as my car dealer would say, "inexpensive" -- commercial database for the most simple and understandable text," his message reads. I file it in the "to-do" list. Meanwhile, Lilly from Israel sends a message. "Make sure that you also look at key words that say 'European War'. In the past, many World War I books were coded in that way." That means that I have to go back to HOLLIS and start the search again. So on and so forth, so on and so forth. My day continues. End of story.

Now, obviously, this is just one example of potential life in the knowledge age. On purpose, I took examples from different strokes of life, both from personal life and from the professional life. The features that I have described there are features that the good librarian today will give you -- a very good librarian -- if he had time -- because he doesn't have time to do those things. They don't have time to sit down and read E-mail of users and they don't have time to answer questions like that.

Let's look at some of the features that we talked about. First of all, automatic notification about new materials. This is extremely important for research for anybody who is currently in a certain domain. You want to know what is new and you want to know immediately when it's out. It doesn't mean that you need the material -- you just want to know that it's out there. The fact that someone is out there is by itself an important piece of knowledge that you need. If you want it later, you'll get it, but the fact is there. In terms of the technology, it's extremely easy to do because all the systems are coded, define your own profile, merge it together. The entire system is automatic. There is nothing you need to do, you or the librarian. The format of information is changing. First of all, it's fileable -- that is, you can take it. I usually say that information that you can not take with you is not important or it's useless.

Four years ago I decided to have this rule that every piece of information that I read, I'm going to have, I'm not going to leave in the library. So I either buy the book or copy them or something like that. It's very important. Also, it's editable -- that is, you can take parts of it and change it and move it. Okay, the other very important thing is that you have someone you trust that is going to serve as your knowledge agent, if you want. Like you have a broker, you have a banker, you need an agent for your knowledge.

If libraries are not going to do it, someone else will. Don't worry. Either you do it or someone else will. You need the librarians to overcome the complexities of information, the intricacies of different key words -- this is only the beginning. It's going to be much more complicated than that. You need the librarian, for example, when I had this NCLIS forum. I didn't know what the hell NCLIS is except that it's NCLIS. So, I went to the library and I asked them, "What the hell is this?" So immediately, she took out this book, *All Organizations in the U.S.,* or something like that. I got the information, who's doing what, etc., etc.

There's also change in the nature of coding and there's obviously change in the nature of distribution.

Peter, realistic Federal role for education, but first a critical and very

important point. First of all, it's very important for anybody that talks about education to start with these three facts about the U.S. education system: A) One of every five children between the age of zero and 18 is poor. One out of every five is poor. B) One in every five doesn't have medical insurance, which means that if he's sick, he doesn't go to the hospital or doesn't go to the doctor. That's only the beginning. C) One out of every ten children is constantly hungry. This is not a Third World country. This is the United States of America. Now, these are all facts taken from this wonderful report, "A Demographic Look At Tomorrow".

So, forget about the libraries. They're not really important. There are some bigger issues. But still within our framework, within what we have to do, there are some things that we can do. We also need to remember that the Federal government is only 7% of the education budget expenditure in general. So the Federal role is not such a big deal, really, The question that we need to ask is, where is the best leverage point for the Federal government?

Now, let me give you my answer to this, which is not going to follow all your answers but offer an answer which obviously stems from my topic of research. The answer -- or at least one of the most potent, important and critical answers -- is the issue of STANDARDS. Now, this is a conceptually intriguing topic, the issue of standards. I have spent the last four years investigating this topic. Essentially, why standards? Go back to the Y model. If you look at the relationship between business and technology, we said there are many relationships. If you look at the amount in nature and prominence of standards within that environment, you see that there are many, many standards between business and technology. Lots of standardizing bodies, standards such as what, where, and why, I think they are extremely important. It's all summarized in the preliminary report that I have here. I'll talk about this at the end.

A few examples of access standards. It should be very clear that every child should be able to get into a library and get information. An hour a day, very concrete form. Deal with cost, distribution, copyright, etc. If you analyze things via a cost exchange, you will see that the medium of text is going to stay the prominent medium of the future. Now there is a difference between text and print and I didn't see that difference made here. Text will stay the most important feature of the knowledge age, not because we like it -- it's because the computers like it. They can search it. That's the reason it's going to stay that way.

Everything is going to be extra -- pictures and movies.. The background is going to be text and it's going to stay that way forever. That is because, if you look at text, if you analyze it from an organizational point of view, you see that it's simply the most wonderful standard that ever existed. And of course, the other aspect of synergization is the fact that it can easily deal with international information. This is the time for questions and answers, but if you don't have them. . .

J. MICHAEL FARRELL: It's just been too much. We're going into other

people's time. I can tell you from my point of view the questions very well might take the rest of the day. We appreciate your presentation. Do you have this all on. . .

YESHA SIVAN: This is for the people here. I would like to recommend two important pieces of information. One is the OTA report, down the road in Washington, which is a general piece about standards. The other one is my preliminary report which analyzed one case of dominance of standards, which is here.

J. MICHAEL FARRELL: Are you supplying that to the Commission?

YESHA SIVAN: I am supplying that to the Commission. Okay, thank you very much.

J. MICHAEL FARRELL: Thank you. I would like to say it's been a very thought-provoking presentation. Unfortunately for a question-and-answer period, we have a number of other speakers who have also devoted a considerable amount of time in their preparation and we have a very close schedule to keep. As I mentioned at the beginning of this morning, I am going to have to leave now. I'm going to turn the chair over to the chairman of the subcommittee, Commissioner DiPrete. I want to thank everyone again for their preparation, their time, their attention. You will all be furnished a copy of the report when it comes out. We will continue these forums in other regions of the country. We are in a very critical year. I think the threat of the Y. . . What did you refer to that?

YESHA SIVAN: The Y model.

J. MICHAEL FARRELL: The Y model is critical from the private sector. I will turn over the gavel and she, of course, can handle it much better than I can anyway. Thank you very much.

CAROL DIPRETE: Actually, I'm going to make it even more confusing. Shirley is going to invite you to speak because I have this heavy, heavy responsibility for the time clock, which requires a tremendous amount of concentration, since I'm not quite sure how it works. So, I will turn it over to Shirley.

SHIRLEY ADAMOVICH: We're only running a few minutes behind. Our next speaker is Keith Fiels, director of the Massachusetts Board of Library Commissioners.

Keith Fiels -- Director, Massachusetts Board of Library Commissioners

KEITH FIELS: Good morning. My name is Keith Michael Fiels. I am the director of the Board of Library Commissioners. Let me say that, as I get started, I am here officially as an advocate for libraries. I'm going to talk a little bit about both children's and youth literacy recommendations and also a bit about the general Federal role for support for library and information services.

We certainly need to acknowledge that any comprehensive approach to children's and youth literacy through libraries must recognize, as the White House recommendation did, that there are fundamental differences between public libraries and school libraries. Public libraries are probably the most critical determining factor in the success of the child in providing early exposure

to reading and the development of an interest in reading. This occurs prior to formal education and is a significant influence in terms of later achievements. As such experiences start to show, what happens before a child enters school is very, very important. Public libraries play a crucial role in development of childhood literacy.

How are Massachusetts public libraries doing, however? From 1989 to 1990, we lost about $4 million in local public library funding. We have seen the closing of about ten libraries, the longest of which lasted six months. We lost 20 branches serving chiefly urban areas. We have seen a decrease in hours open. We have seen less staff. We have lost one-sixth of all our staff available to help people. We've seen less books on the shelves. And, we've seen cut-backs in children's programs. School libraries are needed by students in order to sustain interest in reading, which has been developed already, to develop research skills which are critical in academic achievement in learning, to allow for independent and accelerated learning.

I did spend five years as a school media specialist in an inner-city setting. I know the importance of independent and accelerated learning in that setting and of developing skills related to the use of our new information systems.

Again, how are Massachusetts schools doing? We're currently last in all the States and the District of Columbia in terms of per-pupil library operating expenditures. We're forty-sixth in per-pupil collections. We're forty-ninth in per-pupil, per-week attendance. And forty-sixth in a per-pupil, per-week circulation. Over a third of our libraries have no classes in library use and half provide no open access to students.

What needs to be done for schools? Certainly, we need to implement the recommendations proposed in the school library services portion of the Omnibus Children and Youth Literacy Initiative. I realize that categorically the school libraries are not necessarily in favor inside the Beltway, but we must keep in mind that, if we do not strongly advocate for school libraries as an integral part of the educational process, we are contributing to a further decline in literacy and ultimately in productivity. In our legitimate concern for teaching students how to use new forms of electronic information -- and these are critical skills, I'm not contesting that -- we must not lose sight of the need to preserve a system of public and school libraries which has served our children well for the last 100 years and has created one of the most literate and still one of the most successful societies in the world. In the interest of re-inventing education, we can not afford to de-invent libraries.

The current erosion of public library services and the catastrophic state of school library services are not the result of planning. They are the result of municipalities and schools which place a low priority on libraries in order to meet short-term financial needs at the expense of long-term needs. Why? Because we have let them do so.

What position should NCLIS take regarding the Omnibus Children and Youth Literacy Initiative recommendations? First, NCLIS should support the need for urgent action in this

area. Second, the Commission should support an approach which is integrated into existing education and library programs, which is state-based and state-administered, which is flexible in order to allow States to sustain programs based on local circumstances and local needs. They should be based on meeting clear goals and objectives set at the national level and it should clearly emphasize that libraries and library services are essential to literacy and to productivity and that, in fact, libraries are synonymous with literacy. Thank you.

I should add that while Massachusetts may take some credit for being a worse-than-average State, I think it would be very difficult to go into any State where we have not seen significant erosion in school and public libraries. So, I think it would be unfair to characterize this as only a Massachusetts problem.

SHIRLEY ADAMOVICH: True. I want to be sure I understand you, Keith. The state-based distribution of funds, the ESEA money would come through the Department of Education. How did you see that exactly?

KEITH FIELS: I think it would be very practical to target public library services through existing LSCA predicated on new money and predicated on no reductions in current program commitments and Federal commitments in those areas. There is clearly a need for something -- no matter what form it takes -- within any new education legislation, that clearly places an emphasis, not just on information skills which again are critical, but on the existence and access to libraries for students within the schools. Certainly there have been some discussions among the chief officers of State library agencies. I know that the ESEA was made available to Massachusetts. We did administer that program at the Department of Education. We are very comfortable with either approach, as long as it's based on a clear recognition at the Federal level that libraries as well as information literacy are critical components of education.

SHIRLEY ADAMOVICH: You would be in favor then of the categorical funding that would be designated specifically for libraries?

KEITH FIELS: Let me say that, having worked with ESEA, I think that the approach can be improved. I think that the existence of clear goals, clear objectives, of coordinated planning and a provision for continuity and for the ability to sustain programs over a multi-year period, are critical, rather than an approach which is based on either pilot or demonstration or stand-alone projects which do not clearly support overall statewide development goals. I think that's a critical distinction and one which may in fact be working against the notion of categorical aid.

SHIRLEY ADAMOVICH: It's an interesting dichotomy there. If you had categorical aid, say through ESEA and you were administering it and you had somebody come along who said, "I've got this great project. I think it would work for the whole State if I could just get the towns to try it." What would you do?

KEITH FIELS: Thank you very much for bringing that example up because it does allow me to clarify my

statements, which you know mainly are intended to suggest that there is not a need for innovation or for trial and error. I think that any program needs to have an R&D component, if you want to consider it as such, that does provide that some percentage of funds need to be used in terms of the development of program models. To do that, however, without provision then for sustainment, I think is an issue.

SHIRLEY ADAMOVICH: Great.

CAROL DIPRETE: Keith, you started out your remarks by citing the fundamental differences between public and school libraries. There probably are fundamental similarities as well. I think one of the issues of the library community is cooperation. As our structures are sometimes built, cooperation is not encouraged.

KEITH FIELS: Correct.

CAROL DIPRETE: For instance, the State library agencies are often concerned about development in public libraries, whereas the departments of education are concerned about development of educational resources. Do you have any ideas of how some of these lines can be changed?

KEITH FIELS: I think that the fundamental structure of the White House recommendation does reflect that. There is no question in my mind, having worked in both environments, that the mission of school libraries is fundamentally different than the mission of the public library. School libraries need to be integrated into the educational process. They need to deliver services, they need to deliver information which supports education. That means that they need to be highly responsive to the environment in which they operate, as public libraries need to be highly responsive within the environment that they operate. Now the problems that we have currently in Massachusetts is a system where it's very easy to find information in a public library that's 25 miles away, but you can't access information in the school library that's across the ball field. I think that what we need to do is to have a program that balances the need for sufficient emphasis to allow each library and each program to effectively fulfill this mission and yet at the same time recognizes that, through synergistic relationships, the ability of a school library to not only do a good job as a school library but offer access to public library collections, to be able to offer access to the collections of academic and other libraries that may be either close or very far away within the State, allows a tremendous amount of expansion. I think you're going to see problems when the decisions are made based on a desire only to reduce costs without recognition of the need for each of the libraries to, in fact, be sufficiently strong in meeting the needs of their clientele. I think where libraries are meeting the needs of their clientele, networking and cooperation are absolutely critical in allowing them to provide all the rest of the world of information. I think that it's when that thinking leads to a confusion between the need for strong school libraries and the need for strong public libraries that allows someone to say, "Well, we've got a library in town." I think that there's a lot of confusion between library buildings and library services in that we need strong library services in both

schools and then certainly, I think the largest amount of cooperation possible is desirable.

SHIRLEY ADAMOVICH: One of the things that's been striking me as we're listening to people is that very often we're focusing on the library and not the users. This particular forum is focusing on children and youth. We sometimes get caught up in the structures and not the service and how we can serve children and youth in the most effective way.

KEITH FIELS: I think focus on the user is fine and that it is in fact desirable because it improves the ability of structures and institutions to deliver effective service and to be good structures and good institutions. I think that in today's technological environment there is a good deal of confused thinking which has led to a lack of focus on the need for structures where structures are effective methods of providing services and serving users. I've had discussions regarding how information services might be provided in the future. I think we're all looking at creative solutions, but we have a problem in some lack of appreciation for the large amount of services currently being provided by libraries and the critical importance of libraries. Again, my statement that, in the interest of re-inventing education, let's not de-invent libraries. If something as a model evolves and it does a better job, by all means, I think we will all embrace it. I'm just concerned at this point that there is a lot of thinking which is anti-institutional. The reality is that these institutions have fulfilled a critical need for several centuries and that this is not a need which disappears; it's a need, in fact, which is growing. To cross the institution out in the interest of trying to create something better, while very good for discussion and purposes of stimulating our thought and certainly provoking us to the development of higher levels of service, can in fact work to the detriment of institutions which are in effect filling a very, very important role.

SHIRLEY ADAMOVICH: That's very good, Keith. I like to hear that. It's well put. Would someone like to express an opinion or question along these lines? Yes, Murray.

MURRAY MARTIN: Yes, part of what he was saying about structures is very important. I'm not thinking of buildings so much as organizational structures. When I was in Tufts, we had a hospital in Springfield. When somebody there wanted material, they had to send to Tufts who sent to the regional library who sent to Washington. The lateral contact was missing-- they didn't think that there might be something in the Springfield public library or whatever. The structure had gotten built into the way they worked. That is a danger. We can institutionalize structures just as much as buildings and we do have to think differently about it. The lateral contact that I've heard a lot about here, and I know about, having been in Massachusetts, is extraordinarily important. Otherwise, the user is dis-served. It's like an extended family, as it were. That kind of cross-structure, that is something that Federal action should try to encourage.

SHIRLEY ADAMOVICH: I was going to ask you a question but I'll wait

until you speak. Thank you very much, Keith, we do appreciate it.

KEITH FIELS: Thank you.

SHIRLEY ADAMOVICH: Our next speaker is Elizabeth Watson, Association for Library Service to Children (ALSC).

Elizabeth Watson -- Association for Library Service to Children (ALSC)

ELIZABETH WATSON: I think it's still probably "good morning". I am here representing ALSC. In my other life, I am the director of Fitchburg, Massachusetts public library.

Someone once said, "If you can read, thank a teacher. If you love to read, thank a librarian." You know the truth in the statement that "Kids who read succeed". Reading is still the most basic survival skill in our information society.

Yes, kids need immunization, they need three meals a day, they need good schools, but they also need food for the mind and the spirit. They need the kind of learning that goes beyond classrooms, beyond textbooks and beyond computers. Kids need libraries. Good libraries.

The American Library Association's theme for 1993 and 1994 is that "Libraries change lives". As part of this campaign, we're asking people of all ages to tell us how the library has made a difference in their lives. The campaign has just started, but letters are already coming in, thousands of letters.

Instead of giving you a lot of statistics of how libraries reach virtually every child and how they support learning, I'd like to share some of those excerpts from the letters that tell the real story of what libraries are about and the difference that they make in real people's lives.

From a woman in Iowa: "When I was six, an aunt introduced me to my first encounter with the library. My mother was often sick and abusive. Reading helped me escape into a more peaceful world and provided me with smiles and laughter. Last week, I introduced my niece to the new world. May it help her as much as it continues to help me."

Another letter from Washington State: "As a Native American child of a family plagued by alcoholism, I grew up in a far different world than most. We moved frequently from reservation to reservation. I attended over 27 schools by the time I reached ninth grade. But one day, walking down the road, I spied a big yellow vehicle. I peeked in the door and saw rows of books. I was a grimy little kid, yet this person inside welcomed me into the bookmobile, placed precious books in my not-so-clean hands and talked to me with respect and interest. I walked away that day with books about volcanoes and dinosaurs, Egypt and a head full of questions. I learned that there was a different reality from the one I lived. I learned trust and respect and, most importantly, hope. The important thing to remember is that I am not unique and that libraries are."

And from our neighbor in Connecticut: "As one of the original latch-key children, the public library with its cathedral ceiling and Saturday story hour and warm fireplace took me away from the clanging of foundry

noises and the factory whistles. The books I read made me want to serve our Nation and I went on to become a teacher, school principal and Marine Corps officer."

Libraries do change lives. That tradition continues today and we have letters to prove it. For millions of children, libraries are where they go to learn and enjoy, to find riches otherwise lacking in their impoverished homes and even to find a refuge from abusive homes. It's where they can go without fear of being judged or rejected. It's a source of hope and inspiration. That tradition, as you know, is in jeopardy as we see more and more of our libraries struggling to keep their doors open and books on their shelves. All over this country, there are waiting lists for pre-school story hours and demands for materials that we cannot supply.

We're hearing a lot of talk these days about change. We don't need to change the basic role of our libraries, we need to support them in doing what they do better than any other institution. What it takes is leadership, commitment and that's what we are seeking from you, members of the National Commission on Libraries and Information Science. The Association for Library Service to Children is committed to working with you.

We know what has to be done. The number one recommendation made by the White House Conference on Library and Information Services is to invest in library services for youth. The Omnibus Children and Youth Literacy Initiative will provide badly needed funds for library services for youth, services that will prepare our kids to become productive adults in an information society.

It's been estimated that it takes $8,000 a year to put someone on welfare and $50,000 to keep someone in jail. Let's spend our money more wisely. We know that kids who read succeed. Investing in library services for children not only makes good sense, it's a bargain.

SHIRLEY ADAMOVICH: You very eloquently voiced why we all believe that books are important to children, almost along the lines of Paul Hazard in *Give us Wings*. Very well put. You mention that it costs $50,000 to keep someone in prison and I've forgotten how much on welfare. . .

ELIZABETH WATSON: Approximately $8,000, but of course it varies from one area to another.

SHIRLEY ADAMOVICH: If you were at, say, a legislative hearing as has happened to me occasionally and somebody says, "Yeah, libraries are great, but the nutrition program is more important." It's a hard thing to argue because you don't want hungry children and the young gentleman indicated to us that one out of ten is hungry. Well, a child can't concentrate on a book if he's hungry, not as well as he could if he were not hungry. If you were asked how to argue that, would you come in from the viewpoint of the importance of what it does to a child's mind and soul and psyche, or would you find that slamming that statistic that it costs $50,000 to keep somebody in prison, do you think?

ELIZABETH WATSON: Well obviously, in the best of all possible worlds, provided that you can get that person as a child and work the library

magic on that child, you won't have to worry about keeping them in prison.

SHIRLEY ADAMOVICH: That's true. Good argument.

ELIZABETH WATSON: Sometimes the immediate intervention prevents the long-term illness. That's what we're looking for, immediate intervention. Yes, children need to eat and yes, they need immunization, but they need a richer world to believe in too.

SHIRLEY ADAMOVICH: Yes, I agree with you. So you would certainly recommend that we back the ESEA, LSCA and the Omnibus as we can.

ELIZABETH WATSON: Absolutely, yes.

SHIRLEY ADAMOVICH: I shouldn't say "we". We simply give advice. We're trying to learn from you and you certainly put it very nicely.

CAROL DIPRETE: Much of funding for public and for school libraries is locally based. I think the issue that you raised is that we need more money. What do you see as the Federal role in the funding as opposed to the role of the State?

ELIZABETH WATSON: Well certainly, the local and the State roles are basic library service. There's no question about that. Allowing for the interactions. The getting to that child no matter where he or she is. The best possible library service provides a role for the Federal government in funding the kinds of electronic highways that we've talked about earlier today so that, no matter how small the place the child walks into as his or her local library, someone there can connect that child with the broader world. That broader role certainly cries out for the Federal government going beyond. The inventive and creative aspects of the LSCA program in funding seed kinds of things, in allowing for risk-taking, in allowing for new ventures -- that kind of role needs to be strengthened. So many people now, without that, are just right down to the bare bones, right down to the absolute basics and it is some of those LSCA projects, such as the one we saw in the video tape from New York Public, that sometimes provide just the seed to someone else to be able to get that little extra edge and provide that little deeper experience for a child.

SHIRLEY ADAMOVICH: Comments? We appreciate it, Elizabeth. It really was fine. It is now time for lunch, so we will come back at 1:30 this afternoon. I want to thank all of you who came this morning who may not be back this afternoon.

(WHEREUPON, the Forum recessed for lunch at 12:20 PM)

AFTERNOON SESSION

May 5, 1993
Time: 1:30 PM

CAROL DIPRETE: We'll call this back to order. Virginia Mathews.

Virginia Mathews -- Chair, American Library Association (ALA) Youth Divisions' Interdivisional Task Force on White House Conference Recommendation Implementation

VIRGINIA MATHEWS: Thank you. Commissioners. I am the Chair of the ALA Youth Divisions' Interdivisional Task Force on White House Conference Recommendation Implementation.

I want to start by saying for the record that I am a true believer in the leadership power of NCLIS. It cannot lobby for a particular bill, but it can explain and interpret it to any and all kinds of people. It can advise and recommend on issues that will be made a part of the proposals and it can see to it that needs are articulated and received for consideration. WHCLIS of course, was a part of that process. For the Omnibus, it has been both the overall consensus of the professional and the demonstrated need in the role of the public that it be backed up and supported and we are very grateful to the Commission for undertaking this important task.

I would remind you that 12 national organizations endorsed "Kids Need Libraries" before we took it to the WHCLIS delegates. They included, among others, the AARP with it's 30 plus million members, National PTA, National Council of LaRAZA, which you've been hearing more about probably since Cesar Chavez died the other day because he was an outstanding Hispanic leader. They're having their conference in about a week and I looked through the conference proceedings and regretfully saw that education is way down on their list of priorities. They are very concerned, of course, with political activism for Hispanics and many other problems and we have found it difficult to get them to focus on education, let alone libraries. However, that will come.

That National Black Child Development Institute, the Children's Defense Fund, the Child Welfare League of America and many others have stepped forward to support "Kids Needs Libraries" and the Omnibus, which was totally derived from it. The National Assembly of National Voluntary Health and Social Welfare Organizations with 40 members; organizations that include Boy Scouts, Girl Scouts and others, all of them located in nearly every community in the country, came and testified for us at the Washington, D.C., hearings in March of last year -- the general hearings on WHCLIS. I might say for the record that I hope that the testimony of the non-library people who came to testify for the Omnibus -- and there were several of them including the Spanish Education Development Center

of Washington, DC which shared very eloquent testimony -- I hope that testimony by non-library people could be included, Peter and Commissioners, when you do the first of the reports or however they're going to be done on the Omnibus. I think those other insights are important to us.

Again, I reminded you that everything that's in the Omnibus was derived from "Kids Need Libraries". It was carefully examined, monitored by the three youth divisions and totally backed by them. I think it's important -- I gave my copy to somebody who was here because she wanted to have it but you all know what it looks like.

I think it's important when talking about the youth initiative and turning it into legislation that you keep a copy handy of "Kids Needs Libraries" because "Kids Need Libraries" gives you rationale, the why, which we didn't have room for, obviously, in the legislative proposals.

The way that we approached this was not that libraries need this or that. The libraries really don't; it's the **people** who use them that do. We started with what kids need, not only now for homework and other things, but for their whole life. The kind of life skills that they're going to need, the kind of competence and confidence that engagement in a wider world can give to them, let alone literacy.

Some efforts on the other three parts of the proposal must be made if we are going to keep up the importance of public and school library services and keep them in balance as what I like to call a seamless web. We do run across and will run across attempts to eliminate one or the other type of service for youth. "Well, we have use of our school libraries. Why do we need the other? Maybe they could be merged and made into one institution." I want to ask the people that say this, "Are you for merging public and college libraries also, because adults only need one kind of library?"

In any case, I think we need to -- even as the lobbying by the appropriate people goes forward for the title in the ESEA that we hope to get for school libraries -- we need to forge ahead with the efforts to place the other issues in the Omnibus that we developed.

The most powerful thing about all of this effort is that it is timely and it's in the mainstream of social and political consciousness. Americans now realize that children and youth are the future and that they must learn to learn. I think the parents have always thought so, but our legislators and other officials are beginning to realize that, even though children don't pay taxes and in fact cost quite a lot to a society, youth are indeed important and they are the future. It is our job to link their education, and particularly their development as fine young adults, with libraries and literacy and to focus more than we have ever done on families. We must look to everything that is being proposed for solutions and I don't mean just educational things.

Obviously, we are in the city of Boston and I was delighted to see what many of you perhaps saw a couple of weeks ago. George Will, who hasn't always agreed with me as much as he might or I with him, did in fact talk about Boston City Hospital and how it is

now arrived at the idea that, as the much-used hospital by poor people in the community, it needs to treat not only children as their patients, but families also, such as they may be or whoever they may be. This led him to say something I think we forget at our peril:

"A child who learns early to fear the world is apt to lose his or her natural proclivity for exploration of the world. A child may need to be taught to participate in normal socializing play that other children learn naturally when growing up where civil peace prevails. Because we are apt to parent as we are parented, many unwed mothers or others from the culture of poverty need to be taught and are movingly eager to learn about talking, playing and reading with children. So BCH doctors have given children over 9,000 books to be read together, by families, to be family therapy for intervention and prevention of illness because these families are under such stress and fear in crowded conditions, not only in their own homes but in the streets."

I think we need to begin to think of this if we're thinking about health plans. We need to maximize our concern with the health of children and also to indicate in whatever form we can that this too -- although it seems a stretch perhaps for some people -- does relate to family health and learning ability. We are finally realizing that the prevention of problems is necessary, not just Band-Aids or prisons. I think this is true of the drug situation, certainly true of health and education.

Examining the Omnibus initiative, we have the first part of it on school libraries covered in a beginning way. But I think we need to look very carefully, and we have as there have been people giving wonderful testimony here, at demonstration grants for services, parent/family education projects for early childhood services involving early childhood support agencies. That is something, Commissioners, that I think we are going to have to have Federal funds for because I don't see any other source for a multi-agency kind of endeavor like that.

Working in partnership with day care centers and other early childhood providers to offer deposit collections and training in the use of resources. Funding for programs such as Head Start should be increased for early childhood education. And of course, we are working hard with Head Start.

I'm glad to be able to tell you that the 40 minutes of video in 10-minute segments is completed and will be sent this summer, after it is viewed by 4,000 Head Start people from all over the country and launched in Washington, to every Head Start program in the country. It is the Library Head Start Partnership, a project of the Library of Congress with help from ALSC. It shows an almost irresistible -- to me anyway, and to the Head Start people I showed it to last week, all were brass in Washington -- program that can happen for the children, their families and the aides and the volunteers when libraries are able to partner with Head Start. The video speaks to the fact that libraries have an ongoing role in an education program on a day-to-day basis, not just a sometime thing, you know, the librarian is coming in next month to tell us a story, isn't that nice? This is going to be on a continuing

basis that we're urging. It also impacts the other components of Head Start, the nutritional and health, the social services and the parent involvement. We show in the video how, from the Head Start program with the children, the education and learning program in the classroom, this can spread out to family needs. It shows families consulting job banks in the public library and getting help with passing GEDs and that kind of thing. I hope it's going to prove very irresistible to the Head Start people all over the country and that possibly this will be a place where we can get some kind of funding for the early childhood program.

The Public Library Young Adult Service Title is a great favorite of mine, I guess because it is so difficult to accomplish. I want to make a couple of points about what was said about young adolescents. We talked about the influence of biological factors. But I sat ruminating about this and I thought, young adolescence from 11 to 15 is a time of going into hiding. A lot of them do maintain and preserve, underneath in their hidden lives, their love for reading, if they had it, if they had been exposed to it. The important thing is that they've been exposed to it from as early as childhood on up to adolescence. And then, if they feel a need to hide it from their peers, because it isn't "cool" as somebody said, it breaks out later.

I think we need to remember that the young adolescent is in a time of transformation, not unlike that from a grub to a butterfly. Trying to find out who they are, while at the same time going along with or resisting peer pressure. I hope you all have obtained copies of *A Matter Of Time,* the Carnegie Council On Adolescent Development's report, subtitled *Risk And Opportunity In The Nonschool Hours.* For the very first time in my memory, libraries are reported as playing a major role in the lives of young adolescents, with potential galore.

When the Carnegie task force asked young adolescents what they wanted most during their non-school hours, they replied safe parks and recreation centers, exciting science museums, libraries with all the latest books, videos and records, the chance to go camping and participate in sports, and long talks with trusting and trustworthy adults who know a lot about the world and who like young people and opportunities to learn new skills.

It goes on in the most thrilling way to prescribe for us exactly what they think we can be doing. The program is all set up here. If you want to follow it, obviously, you could add some other things. But for instance, they state, "If libraries are to serve youth better, they must develop thoughtful and responsive policies and programs to address the unmet needs of young adolescents. Programs could include library-based clubs, self-care and self-reliance courses, drop-in activities, paid employment, and volunteer opportunities such as working with young children."

Now to me, this is just thrilling because this is the first time any report with this kind of clout has come out saying that we really do have a role and we're part of the solution. The partnerships with youth, if I could stress any one thing -- well, it would be hard to pick one -- but I think I'd have to say that intergenerational programming, I

believe, offers one of the greatest things that we could do with funding that we are seeking. Intergenerational would include family literacy, children and parents, but it would also skip across to the grandparent generation. It would be truly intergenerational programming. We have hundreds of thousands of older people in this country who are not working who are just perfectly able and in their right minds to undertake this. I think we could enlist them. AARP thinks we could, too, and they're eager to help us.

Finally, I want to say that we have now the education goals legislation, which just came out. Some of you have seen a copy. The emphasis is there on families and on spreading out education to meet social service and health and other needs. We may be able to get librarians on the resource panels for at least three of the goals. We'll tell you further about that when we know for sure.

The youth development block grant, to be proposed to Congress shortly, presents other opportunities for us to place some of our ideas and desires about youth programs. So, that's a very quick once-over and all of you who know me know that I could talk about this forever. Thank you. I would love to answer questions if you have them.

SHIRLEY ADAMOVICH: I was thinking about the AARP and how they might be energized to tie into this. I think they're a tremendous resource.

VIRGINIA MATHEWS: Very easily. Remember, they are one of the organizations that endorsed "Kids Need Libraries". One of the things they like best about it is that we mentioned them by name and that was not accidental, in the section where we're talking about partnerships for youth -- latch-key children, young adolescents, in collaboration with networks and private organizations such as the American Association of Retired Persons. So, I think we have a very open door there.

SHIRLEY ADAMOVICH: Do you see the energizing role coming from ALA, Children and Youth. . .

VIRGINIA MATHEWS: A combination. I think the Commission could help to identify -- talking off the top of my head, but -- maybe we could later on have a little forum of AARP leadership to talk about the potentials and possibilities. They're very eager for many reasons, some of which are in their own self-interest, but that's okay, nothing wrong with that, that's America, you know. They are very eager to show that they are interested in youth and that "we" are really not all old geezers who aren't willing to put anything back into the society. We made the approaches and now we have to know what we want them to do. In order to do that, we have to have something up and running.

SHIRLEY ADAMOVICH: Carol?

CAROL DIPRETE: You feel that parent/family education is a very important issue. Where do you see it fitting into the National Education Goals?

VIRGINIA MATHEWS: Among the goals? Are you aware that it's only in goal five where libraries are actually mentioned? The executive director of the National Goals Panel, whom I met with the other day in Washington, cited goals one, three and five as the ones where we might have public library

people. But I see also opportunities for school librarians among the goals that are more connected to curriculum, number two for example. I think that number one and number five, as far as I'm concerned, hold the best public library potentials. I think two and three and possibly six and four -- I've forgotten what four is at the moment.

SHIRLEY ADAMOVICH: It's science and math.

VIRGINIA MATHEWS: Science and math, that's right. That holds opportunity for school libraries too. I think we've really got to dig to find those, but I think we need people on the implementation groups that are going to be helpful in finding. . . Well, I thank you very much. We are very grateful.

SHIRLEY ADAMOVICH: The Partnership With Youth people wanted a copy of that, *A Matter Of Time*.

VIRGINIA MATHEWS: The office is going to be closing in Washington. Wendy Barrett, who was Jane Quinn's assistant, is still there. I think you can buy copies of the report. One to ten copies are $13 apiece. You write to the Carnegie Council on Adolescent Development, P.O. Box 753, Waldorf, Maryland 20604. If you were to call the Washington office, which is still alive and open, right now, this week or next week, I think you could order them that way. It's something that I think every youth advocate and librarian should have because it will be paid attention to besides being promoted.

SHIRLEY ADAMOVICH: Thank you very much. Anybody have some -- yes, Murray?

MURRAY MARTIN: I'm sorry about that.

VIRGINIA MATHEWS: Oh, I'm delighted. I would have felt left out, Murray, if I had been the only one you'd omit.

MURRAY MARTIN: I suggested going to the AARP and CORE (Council of Retired Executives). They can provide organizational expertise; they are already doing this in many areas for libraries in particular. They like to work with non-profit. . .

VIRGINIA MATHEWS: Well what we really need, and all this stuff is so labor intensive, we really need meetings with all of these groups and as soon as possible. Thank you very much.

SHIRLEY ADAMOVICH: Any other questions? Thank you, Virginia. A mover and shaker, I think, for early childhood services in particular. We do appreciate it. Our next speaker is Shelley Quezada, consultant for library services to the unserved; Massachusetts Board of Library Commissioners. You can repeat that because I said it very quickly.

Shelley Quezada -- Consultant for Library Services to the Unserved; Massachusetts Board of Library Commissioners

SHELLEY QUEZADA: Okay, thank you. Virginia's testimony, of course, provoked a lot of ideas and I was writing things and wanted to make some comments on them. I not only come prepared with testimony, but actually have a visual for my project, which I will leave with you.

Thank you for the opportunity to present testimony in support of new legislation proposed under the Omnibus

Children and Youth Literacy Initiative In lending support for a bill which would increase collections, provide more and better trained staff and include the integration of new technology, I would like to specifically speak to the importance of including family literacy as a key component in the design of any new programs and services.

For nine years I have been a State library consultant working in the area of literacy, outreach to special populations, including the institutionalized -- very specifically, with second-language speakers who form part of our increasingly diverse and multi-cultural populations, and with the disabled and the homeless. In other words, that's where the great unserved population comes from. I've also been a part-time instructor at the Graduate School of Library Science at Simmons for the last six years where I taught a course on literacy with my colleagues, Maggie Bush and Fran Zilonis.

I feel so strongly about the importance of family literacy as a support mechanism for services in support of children and youth literacy that, without this all-important parental support and involvement in the education of children, this whole idea of infusion of new materials and programs and services I think will be less effective unless we really recognize that.

In recent years there has been a growing awareness of the larger problem posed by adults who lack basic literacy skills who are also the parents of children. Studies show that the parent is the child's first and most important teacher. Parents who lack basic literacy skills are unable to read to their children, help them with homework or advocate for them in school.

Family literacy is an emerging discipline with an educational component which includes a focus on improving the basic literacy level of the adult who is also a parent and which formally or informally will impact upon the literacy level of the child. Family literacy programs are currently taking place in libraries as well as early childhood education centers, school-based Chapter I programs, adult basic education, by the local education programs, the workplace and in privately or publicly funded centers.

Virginia's comment about family literacy -- my colleague with whom I've done a lot of work over the last nine years in this area has described a family literacy program as somebody this tall bringing somebody this tall. So, it doesn't necessarily mean that it has to be a parent. It could be a kid or a grandparent or it could even be a neighbor. In some cases, it's all of those.

On the issue of youth in crisis. While a library wrestles with an agenda of budget cuts, the shelf life of our children and the families who must support them is expiring. Because the cycle of intergenerational literacy needs to be addressed in a community context, we should focus the growing interest in family literacy in a direction which will allow for the development of broad-based family literacy collaborations at the community level. So, I am supporting the idea of family literacy in public libraries, schools and across the board, but in the community context closest to the level where these children and these families are.

At present, more than 33 million people, including 13 million children, are poor as a result of economic recession, structural changes in the economy, stagnated wages and Federal tax and budget policies. It's estimated that one out of every five American children is living in poverty, including one in four children under the age of six.

Poverty poses a risk factor for malnutrition, child abuse, educational disability, low achievement, increased school drop-out rates and crime. These facts are compounded by dramatic evolution in family life. Changes in family structure due to high rates of divorce, separation, teenage pregnancy present new challenges to those who work with families. With the majority of women now present in the labor force during their child-bearing years, an increasing number of working and single parents must maintain their pre-school children in some kind of child care facility which may be inadequate or makeshift. As these children get older, many become latchkey children who must fend for themselves in the street or in the libraries or be left home alone. When the parent does return, the children often find themselves in a non-supportive atmosphere where neither nutritional nor emotional needs are met by a parent barely able to cope with her own survival problem.

For most at-risk adults and children, survival is the most critical need which they fact on a daily basis. Lack of adequate food, housing and counseling services lock many into a cycle of hopelessness and poverty. Parents need information on health care, employment, parenting and substance-abuse counseling. However, without the educational skills to understand and process this information, many adults never break out of this cycle. These parents need to improve their basic and functional skills in order to meet their own individual goals as family members, parents, consumers and citizens.

Two weeks ago I went to the Office for Children, which is the Massachusetts office which does licensed day care in- the State. Those of you who live in our State are going to be shocked by this. Their budget, which licenses I think over 8,000 child care providers who are responsible for ensuring that the children are kept safely at home, was cut from $2 million to $750,000. At the same time, the Department of Correction received $150 million for capital improvements for new prisons and reconstruction. I am saying this all over the State to people because people have to made aware of the fact that this is an issue.

So, all of these issues that we're talking about are coming back to the problems that these parents are facing. However, I do feel that, after working for more than nine years in the area of family literacy, the public library and the school library have an important role to play if they are in collaboration with other community agencies. I really want to stress the collaboration aspect.

Our libraries, public and school, can serve as community centers to train and educate parents and care givers. These programs can provide important information, not only to improve their basic skills, but on nutrition, health care, and good parenting techniques. They are most successful when they include

parents in the program design, thus building ownership in the program. They target individuals who are family members in need of basic skills. The program design is conceptualized around the needs of the individual as part of a family unit. Thus, it includes information on stress, money management, schooling. Many of these parents are afraid to go to school and speak with the teachers. If they are second-language learners, they have problems with the authority figure of the school and they need to understand that this is part of what our society can do. And they certainly need to learn how to read with their children, even if that book is only a wordless picture book. These programs are developed based on a community needs assessment and increasingly reflect the collaboration based on the complex nature of how families work. Therefore, it necessitates forming partnerships between those providing services to adults as well as to children. We're looking at building, in a sense, a new paradigm. Literacy, pre-literacy and developmentally appropriate activities for children are frequently included as a program component. Some of the barriers or challenges are that programs are run on a trial-and-error basis. They are frequently service-oriented, experimental and developed more on instinct that it is a good idea, rather than from a research base.

Programs respond to the different mandates of the sponsoring organization, which makes it difficult to classify them, and programs are very different from one another. The funding of programs is a nightmare. The lack of adequate transportation and child care for those children not participating in a program is a major problem and therefore, access to a program that is close to home, like the local school or the library, would make it very desirable. We are certainly in the process of looking at the appropriate curriculum and materials and many of these programs are in the developmental stage. There is really a lack of expertise to evaluate the program, but the California State Library, for example, has had a major initiative and done a superb evaluation of their program.

I urge the Commission to look at this as a model for future programs. There are significant issues around recruitment and retention. For example, adults are not used to bringing their children with them to participate in educational activities and families move around a lot within the community and out of the program area. And finally, emigration patterns and differences in languages in our increasingly multi-cultural society pose problems for program design. What if you try to design a program and you have x number of second-language speakers and x number of native English speakers. How does that work?

In the past fiscal year our agency, the Board of Library Commissioners, has used Library Services and Construction Act funds to enable our libraries to develop collaborations which coordinate with adult education, early childhood, family service providers and local schools. This year we funded three projects in this program that I call Community Collaborations for Family Literacy. I have provided Peter Young with a copy of the project handbook and I'll leave one for you. It is an outgrowth

of a statewide planning initiative that we have on family literacy. In addition to that, we have funded nine communities to implement a family literacy program which includes some form of adult literacy instruction, parenting, early childhood education, shared parent/child activities and book ownership. It's very important. Book ownership. Many of these children never owned books. When we try to get libraries involved in RIF programs, they -- especially the public libraries -- have a hard time getting books in the hands of these children.

I urge members of the Commission to examine the evaluation of our Massachusetts CCFL program, the California State Library's Family for Literacy Program, as well as those projects funded under the ALA-Bell-Atlantic Family Literacy Initiative as possible models for replication. There is a great deal of valuable information already available on what works and what is successful. In the past several years LSCA Title VI monies, administered by the Office of Educational Research & Improvement, have been used to fund family literacy programs nationwide, provided as a significant adult education component. I'm very concerned that this very valuable discretionary literacy program has been earmarked for de-funding under the current Administration's budget. These funds should be restored and the budget and language should be included which encourages the implementation of family literacy.

Other Federal resources include the Even Start Program, entering its fifth year, which has now become a State program under the Elementary and Secondary Education Act, 1965. Individual States target services to parents and children from birth to age eight and any new initiative being considered should be coordinated with Even Start, Head Start and other federally funded programs. Head Start has acknowledged the important role of an educated parent in the success of each Head Start child. However, up to now, Head Start programs have only been indirectly working on parent education. With new attention being paid to the importance of family literacy, it is imperative to provide coordination of all potential program members into one elective community strategy. By effectively identifying the appropriate role of each community agency, it is also important to acknowledge the complexities of programs and these program criteria should be outlined based on experience of successful programs.

Because of the emerging nature of family literacy, I think it's imperative that policy decisions reflect a collaboration of State and local agencies with a knowledge and experience of this complicated new discipline. This work should be coordinated by an agency which has knowledge and understanding of the diverse nature of the delivery system and the target groups involved. I believe the State library administrative agencies are in the best position to provide leadership and experience in working to develop these programs. And again, I would like to cite the experience that we have in California. The California State Library has provided the all-important training and development

of these programs. The technical assistance provided within each State can make this critical difference in the success of any new undertaking.

Finally, I would like to say that I would like to encourage partnerships, especially between the public and private sector. I think we must specifically focus efforts on women in poverty, including minorities, teenage mothers and single heads of households. Research has shown that investment in the education of women yields multiple results. I think it was stated that the socioeconomic role of the mother and whether or not that child was read to are the two most significant factors in whether or not the child is successful in school. As the need for more highly educated workers grows, the labor force will need women with higher level skills who, as parents, are the most important factor in the success of their children, regardless of gender. It is important to provide stable, long-term funding. Programs must have multi-year funding in order to become established. We should not provide funds out there for programs to be given and then pull out the rug from them. They are not going to succeed with a one-year infusion of capital. There needs to be some strategy for continuing these programs in the future.

As I mentioned before, family literacy programs should reflect the specific needs of bi-cultural or multi-cultural participants and must involve parents in the planning and design of programs.

I'd be glad to answer any questions. By the way, I started my life out -- I hate to admit it -- 25 years ago as a children's librarian. I was a children's librarian, but I came from the ranks in terms of working on the front lines and in urban libraries and I have been a school librarian. I really believe in what this bill might do.

SHIRLEY ADAMOVICH: Thank you very much, Shelley. That was an awful lot in ten minutes flat. However, I have questions. This program at the California State Library called Family for Literacy Program? I wanted to follow up on that and make sure I had the right title.

SHELLEY QUEZADA: Yes, right.

SHIRLEY ADAMOVICH: The other thing is, do you see in communities a pattern of trying to coordinate all these agencies? Are they working together at all?

SHELLEY QUEZADA: The initiative -- it's almost like it's out there. So, you see initiatives begun sometimes in the libraries, sometimes in adult education programs, sometimes in schools, sometimes in church basements. I think that what we need to do is to develop a collective strategy that will harness that. In the years that I've been working with literacy -- and I've been working a great deal with adult literacy -- when we present to the adult education practitioners what happens when you involve the children in the program and they see that the parents are more involved or more willing to come, it helps in the retention. It's almost like turning on a light bulb or turning over a rock. It's almost like this conversion that takes place within people when they really realize how important it is. So, when you convince people who care --

and very frankly, people who are involved in serving families, whether they be serving in a Head Start program or serving them in adult ed. or in school -- once you bring them to this understanding of the value of sharing these resources in a collaborative effort, somehow or other it seems to work.

SHIRLEY ADAMOVICH: It begins to gel.

SHELLEY QUEZADA: What I would say is, these programs will look different in each community because every community is different. That's why we have to go back to the simplest level and that's why I share the concern of making sure that there is somebody within the State who can help to coordinate that effort. I think the farther away we get from the source of funding to the actual program design, we're going to bring up more problems in terms of the impact of that program. So I would like to see, obviously, more involvement in the State library agency or at least a coordinated effort with the State library agency.

SHIRLEY ADAMOVICH: If you have Federal funds -- well, Even Start, I guess, is State now. . .

SHELLEY QUEZADA: It's State now. It was Federal money and it's gone to the State.

SHIRLEY ADAMOVICH: Head Start, of course, is Federal and the LSCA and ESEA are Federal. Are you, in your position at the State library, working with other State agencies which would filter this down through. . .

SHELLEY QUEZADA: Well, in the National Literacy Act, which was signed into law by former President Bush, it was mandated, although it has not necessarily happened in every State, that there be a coordinating council of literacy agencies. That is actually in the National Literacy Act.

SHIRLEY ADAMOVICH: And that council then would identify all of those sources at various levels and then translate that into a community program. All I can think of is years and years ago how we used to, in library school, do a community survey from the viewpoint of the library. Now, in a sense, we need community surveys from the viewpoint of the overall -- as you called it -- a new paradigm, a new community strategy.

SHELLEY QUEZADA: We've actually done this. We developed a planning mechanism. We taught people how to plan. We taught them how to come together. We taught them how to meet together. We didn't say, "It's going to look like this", but we gave them tools and technical assistance and that is so important. We've learned a lot and the California people have too and there are other models out there. So when I see language that talks about demonstration projects, we already have demonstration projects and they work and we should look at them and use them.

SHIRLEY ADAMOVICH: You used a marvelous phrase I've never heard before, "the shelf life of the child". That's interesting.

SHELLEY QUEZADA: That's the way I feel.

SHIRLEY ADAMOVICH: I had to ponder that for a while.

SHELLEY QUEZADA: When I think about what is happening in my own State with cutting back, that's why I said before that I've been going around telling

everybody about the comparison of prison construction versus cutting back human services. That's true for all other education. Anyway, I don't know if it's permitted to give the members of the Commission this little realia (CCFL Handbook). Is that allowed? It's not a gift.

SHIRLEY ADAMOVICH: No conflict of interest?

SHELLY QUEZADA: No conflict.

PETER YOUNG: It's a loan.

SHIRLEY ADAMOVICH: Thank you very much, Shelley. Is there someone up here who had a question? Well, thank you so much.

VIRGINIA MATHEWS: I just wanted to make one additional comment if I might -- that is, to stress the point that Shelley made and that I also tried to make about prevention being "in". We're now realizing that the drug program, all the policemen, all the raids and so forth don't do it. It's got to be prevented. We're now realizing that with health care, HMOs, that's what they're about. We need to get very busy and extrapolate from this to literacy and education. That deals with prison and. . .

SHELLEY QUEZADA: Well, we're doing family literacy in prison too.

VIRGINIA MATHEWS: The prevention is cheaper and it's smarter.

SHELLEY QUEZADA: We're doing it everywhere. Prison family literacy, because when you go into a prison, what you see is rooms and rooms and rooms of long benches with no printed material, no reading material and children waiting to see their parents. We have actually designed programs -- this is not just here but in other States too -- where we're teaching the inmates the value of reading to their children, teaching them how to read, increase their literacy skills, how to read to their children so that when the child comes for a visit, they can actually read to their child and have some quality time. And of course, my goal was to make sure that, if we have a program like that, no inmate's child leaves without a book that the father or mother has read to that child. It's not just with mothers who are inmates, it's also the fathers we're teaching.

VIRGINIA MATHEWS: One other thing on the subject of demonstration. You said that we don't need demonstrations; we have them. But we do, Shelley, if I could just disagree with that a little bit. We need them at the local level where everybody can see them in a locality. It's a long way from California.

SHELLEY QUEZADA: Well, if that's what it means. I'm just concerned about people starting up new programs without taking into consideration that we have learned. . .

VIRGINIA MATHEWS: Maybe modeling would be a better phrase. We need to do it locally so people can see it right in their own community because people can say, "Oh, well, that's fine. Shelley Quezada can do that in Massachusetts; we can't do it in Nebraska." They've got to be able to see that they can do it right in their own community.

SHELLEY QUEZADA: I understand.

SHIRLEY ADAMOVICH: Thank you so much. And now, Murray Martin.

I saved a question for you and I've forgotten what it was.

Murray Martin -- Library Consultant

MURRAY MARTIN: It may come back to you. Two preliminary comments. One, I am informed that they don't put the air conditioning on in this building until a given date, no matter whether it's 199 degrees. And second, the Commission and other people here might be interested in getting a tape of this morning's "Good Morning, America" show. It happened to come from Christchurch, New Zealand. and included an interview with the minister of education. One of the comments the crew kept making was, "Everybody is walking around with books in their hands!" It was about lifelong literacy. I think it might be very useful. I think ABC might be asked to help in some of the things we're trying to do. Now, let me see. This has grown some over the last couple of days. I've forgotten to read the introductory sort of thing. Who am I and why am I here?

I've been a librarian since 1950 and I've worked in three countries: New Zealand, Canada and the United States. I grew up without the benefit of libraries. I read from what I could find: newspapers, books, periodicals, advertisements, whatever. I think most people might consider that they were unsuitable reading for a child or for a teenager. In fact, my first experience with a library came when I went to college, the first time I had actually been somewhere where there was a library.

At library school I had the benefit of having Dorothy Neal White as one of my lecturers. Ever since, I have had an endless love for writing for children. In the 1950s and early 1960s, I was working in the National Library Service of New Zealand. One of my greatest rewards was in being able to bring to the public and school libraries of the country the rich treasures of American writing for children and young people. Not only did this enable us to provide insight into America, it enabled us to offer to the children of New Zealand information far beyond that available from local sources. Moreover -- and this is partly the result of the Carnegie study -- it was the result of a government initiative to ensure that all children throughout the country might have access to the best of children's literature. I still treasure some copies I have retained of withdrawn children's classics.

Although since that time I've worked mostly in academic circles, I have retained my belief that good children's books offer to all readers an entree into new subjects and that the freshness of picture books and stories can enrich any reader's life. Last year when teaching collection management at Simmons, this early experience was revived by one of my students who chose as her project, to review and widen the collection of children's books at her branch library, by ensuring that the collection would include the best coverage she could obtain of history, geography and folk tales from around the world. Her belief was that such a collection would foster international understanding and open a window on the world for the children at her library.

At times I am disturbed by the emphasis placed on current information. Historical background is essential and here, the major role must continued to be played by books. If I may refer again to New Zealand, how many of us here remember that the shot that was heard around the world was fired in Sarajevo? In New Zealand, 40 years later, the first local toll of World War II was the slaying of Serbs by Croats and vice versa. I cite this simply to underline the saying that those who do not understand history are condemned to relive it. If we cannot learn about the past, then our future may well be as fearsome.

Further, as part of my own interest in Commonwealth literature, I have come to believe that reading books from many cultures will help our children and young people to begin to understand the different ways in which people see the world. Greater Hartford may have the second greatest concentration, after New York City, of Caribbean peoples from Jamaica, Barbados and other islands. These islands have generated a literature that is equal to that of any other English-speaking country. And not only is it accessible to the average reader, it offers a new cultural perspective. Yet from inspection, I must believe that it is deeply under-represented in the Hartford area libraries. To go further, a view of writing from South Africa, other parts of Africa, India, Australia, New Zealand, the islands of the Pacific is also available. The presence of such literature in libraries would enhance the status of residents from those countries and it would enable other readers to begin to understand the differences and commonalities that they share.

The United States has an enviable reputation as the source of the richest and most complex body of writing for children and young adults. As such, it is only proper that America should seek to share this heritage with others. Other countries have their own literatures and their own contributions to international understanding and it should be our goal to ensure that these heritages are mutually acceptable. Here I may refer in passing to the UNESCO project by which folk tales and legends from all member countries were translated and made available to all other countries.

We are all aware that finances are restricted. The school systems and public library systems have difficulties in meeting even their basic needs. At the same time we are becoming increasingly aware that we live in one world and that we all need to learn much more about other countries and other peoples. I was greatly touched recently, when visiting my public library at Windsor Locks, to see a group of Australian books on the book-return trolley. I was told by the librarian that they were a gift of an Australian family that had been on exchange at a Windsor Locks research lab. The family immediately enrolled as library users, the whole family together, and when they left, they donated a collection of books for children. This gesture shows how books and reading cross international boundaries and link together the inhabitants of countries in a way that might not be otherwise possible. I might say that those books are still being read by local readers.

The possession of such collections is probably beyond the range of libraries

individually, but it should not be impossible to devise plans by which they can be made accessible on a regional basis. I remember well the ability we had in New Zealand to send loan collections on any subject to school and public libraries who could not have afforded such purchases on their own. It should not be beyond the capacity of the American political system to devise ways in which to enable libraries to share resources without solely relying on the complexities of interlibrary loan. Thinking of each library, township or school as an independent entity almost ensures that resources will be wasted or at least not used to their optimum.

Now, as Internet and NREN become actualities (I'm pleased by the way that the libraries at the capital region around greater Hartford have combined to enable all to share in the benefits of automation and electronic communication), libraries have the potential of becoming the community's eye on the world. None will suggest that this achievement will be costless. In fact, it will be extremely costly to small libraries. But equally, none can dispute that it offers a way out of the isolation and self-reliance that are such dangers to world polity. Simply knowing more about other people lessens the danger that they will be seen as alien and a threat. The reverse, making America known in the world, so long ably supported by USIS, has been one of America's noblest foreign initiatives. Perhaps it could now be paralleled by a program within this country to make available to Americans information about other countries. To some extent, this was the reason behind -- I forget which one of the higher education programs -- behind the Federal program supporting the purchase of overseas books and periodicals. But, this has mostly been limited to research libraries and the largest public libraries. Could it not be supplemented by an initiative to ensure that school and public libraries everywhere also have access to the best in international children's and young people's literature? After all, it is very difficult to talk to others, no matter how sophisticated the means of communication, if you know next to nothing about other people's daily lives.

To recall for a moment my own experiences. I wonder whether most American's have read the wonderful books that I found many years ago in New Zealand about Native American prayers and songs? From them, I came to understand their reverence for the earth. Imagine for a moment if this kind of empathy could encompass the Australian Aborigine and the wonders of nature. The Maori believe that all life forms share a common existence. India believes that we must treasure the whole of existence, not simply our own. Here, by the way, is an opportunity for public/private initiative. Publishers, agents and dealers and librarians can be brought together now -- we're often only seen as cohabitants of the world and fight with one another -- to improve distribution systems and to develop international programs. The present barriers are an absurd anachronism left over from days when we tried to protect one another from everybody else.

Although I'm back here talking about only printed books and indeed, I have a very warm affection for books,

the same arguments apply to other media. Media programs are under great stress throughout schools around the country, with cutbacks threatening their very existence. I write the "In The News" column for *The Bottom Line* and it is sometimes incredibly depressing to look through all the newsletters and read only about cut, cut, cut, close, close, close. If the only access to knowledge is through textbooks, now matter how good, the desire to pursue independent reading and viewing must inevitably be threatened. It is one of the sad facts that most men cease to read after they pass through the school system. I'm going to conjecture also that they are similarly limited in the use of any other media. Industry and business have begun -- simply begun -- to recognize that this failure leads to other failures within our society. The maintenance of a lively and inquiring mind is a basic need for any democratic society and our libraries are a major tool in achieving this goal. Federal support for achieving international understanding through public access to appropriate publications and other media can help to fashion a society suited to the needs of the 21st century. Thank you.

SHIRLEY ADAMOVICH: Thank you very much, Mr. Martin. That was excellent.

MURRAY MARTIN: There is a study, by the way, of the influence of the Carnegie Foundation on libraries in both Australia and New Zealand. It was a fascinating story. The one that I like best is about Peter Fraser, who was minister of education. When the study had been completed and recommended a little model program somewhere, Peter Fraser said, "The library was my university". He was a Labor Party man, no higher education. He said, "I will not take funds from the Carnegie Corporation, but the government will fund not simply a project but service for the entire country." I think that may be a unique government relation.

CAROL DIPRETE: This is very fascinating about the whole idea of having international materials available for young people and our children. In a Federal initiative, how does that fit in? And you mentioned the whole issue of international collections being available on a regional basis but. . .

MURRAY MARTIN: I have some difficulty in proposing legislation myself, but I think it speaks to the isolation of immigrant families, for example. You can look at this in the way of improving family literacy and community literacy, understanding members of your community. You can also look at it from the political perspective that we are now in one world and need international understanding. This should be seen as part of the learning goals. It is not sufficient anymore simply to be up-to-date and fully informed about ones own society. So in a sense to me, it is a segment of all others, in the same way that we should not forget the handicapped -- I feel handicapped at the moment, but when I had a broken leg, I knew exactly what it meant to be excluded. When I'm speaking to exclusions, please let us remember in implementing programs to look at varied ethnic backgrounds, to look at the handicapped. Remember all the ways we have tied this into legislation. That probably doesn't

answer your question but that's the way I perceive it.

CAROL DIPRETE: Goal 5 of the National Education Goals is that every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

MURRAY MARTIN: This would speak to that. In dealing with a global economy, and many of our businesses are now finding this, it is essential to understand not only what foreign businesses are doing but how they conduct business. We have not had the most wonderful record in being able to deal with foreign enterprise. In this sense, to have an understanding of the ways in which other people live makes -- - in effect -- anybody from this country an ambassador that we can be proud of. That is why I was led to think that this kind of aspect of our programs would help a great deal. We tend to be encysted inside our own little area. It's very easy for America. It wasn't easy for New Zealand -- you had to know about everywhere else.

CAROL DIPRETE: What you're implying or suggesting, maybe advocating, is the sooner the better, from early childhood to start establishing those ideas.

SHIRLEY ADAMOVICH: Does anybody have any questions? Well, thank you so much for a fine presentation.

MARGARET BUSH: Could we please make a change in the order of the next two speakers?

SHIRLEY ADAMOVICH: Yes. So, it would be Mary Frances Zilonis.

Mary Frances Zilonis -- Director, Educational Media Services, Cambridge Public Schools and Director, Cambridge Library Power Project

MARY FRANCES ZILONIS: Thank you. Hi, I'm Mary Frances Zilonis. I am director of educational media services for the Cambridge Public Schools in Massachusetts, and I am also director of the Cambridge Library Power Project, which is an initiative of the DeWitt Wallace-Reader's Digest Fund.

I want to thank you very much for the opportunity to speak to you today. I have spent the past 24 years in public education. I began very briefly working as an elementary library media specialist, then I worked as a junior high school library media specialist for 12 years, and then for the remainder of the years I have been working as a system-wide coordinator, first in a small suburban system and now in the Cambridge Public Schools, which is an urban setting. I also have had the opportunity to teach at Simmons College graduate school. I teach the administration course on occasion and the emerging technology course.

When I talked to Peter Young, he said the question I needed to address was, What should the Federal role in schools be? I see the mission of the school library media program is to ensure that students are effective users of information.

The American Association of School Librarians has published something called *Information Power,* which very clearly puts forward the

standards that are set nationally, the goal, the vision that we have for what a school library media center should be. But, I think you can't look at the whole document. I think what you have to do is look at one thing and really focus and work and strive toward that. I think that the core element of *Information Power* is to enable students to become effective users of information.

I am old enough to remember ESEA Title II and the good that it did. In essence, it enabled the establishment of school libraries. We were able to buy books and audio/visual equipment and I'm afraid it really spoiled me because I started out with money available and then very shortly thereafter it dwindled and dwindled and dwindled until there was none. In many instances, that money was the last infusion of money school libraries have had.

Many outdated books are still on the shelves because there is nothing to replace them with. In Massachusetts, the majority of elementary schools have no school librarians. Libraries, if they exist, are warehouses of outdated collections. The dismal state of school libraries in Massachusetts is outlined in *Massachusetts Libraries and Alliance for the Future,* which was put together by King Research and was federally funded with an LSCA Title I grant.

It really outlines very graphically the dismal state that we are in. I believe that the Federal government has a very important role to play. In order to enable students to become effective users of information, the students have to have the opportunity to be exposed to the sources of information that exist and learn how to use them. We need the tools to enable us to teach our students how to become information literate. We need books, books that are curriculum-related and books that are for pleasure reading. We need technology. We need computers. We need online services. We need telephone lines to be able to get online services. We need automation. You go into public libraries now and they are automated. School libraries are not. It will cost approximately $120,000 to automate the Cambridge Public Schools and I have been told that I certainly can do it if I can find the money. That is a very difficult task and, I tell you, I have been working very hard on it. We can't teach for the world of tomorrow with paper card catalogs and I think we're robbing our children of the benefits of learning how to access appropriately for the way that they will be able and expected to be able to use it in public libraries and colleges, if they are fortunate enough to be able to go on. We need CD-ROMs, we need laser disks -- the list goes on and on.

We need this equipment to enable us to prepare our children for the world of tomorrow. Training for library media specialists and teachers is also required so that they will learn how to use the technology. We need to move away from textbooks and enable our students to look at a full range of information and make choices.

If they are doing a unit on Vietnam, for example, if they have only a textbook available, they have only one view of that war available to them. They come to the library media center and they have eight or nine books that they can look at and they can go online and they can look at multiple sources of information. They

begin to see, "When was the book written? Who was it written by? What was the copyright date?" They begin to have to make choices about information, they are synthesizing, they are really making it their own. They're making the kinds of choices and decisions that I hope that we would expect them to be able to make to be employed in the society that we hope to have tomorrow. We can't wait for that to happen. I think Shelley's reference to shelf life was absolutely imperative.

We were fortunate enough to get a Teacher Training in Technology grant from the Federal government. It was absolutely wonderful because it enabled us to begin using multimedia. It provided us with some training but it really only whetted our appetite. We worked very hard in Cambridge to get the Library Power Grant, which is an initiative of the DeWitt Wallace-Reader's Digest Fund. They selected eight sites last year. They have now given nine planning grants. Over the three-year period, they hope to give $45 million to 25 school districts. It is a wonderful opportunity for us because we have been able to address some of the things that are very near and dear to our hearts with this grant: staffing, flexible scheduling, staff development for teachers, library media specialists, administrators and parents.

We will be able to expand our collections. We will be able to look at some renovations and we are able to do parent and community outreach. We're focusing on family literacy. We're getting the message out to parents that they have to be the models for their children. They have to read to their children and be seen reading.

It's a wonderful initiative and I hope that out of this will come some lighthouse districts that can maybe show the way as a result of this, because I think it's important to have the models and I really salute Reader's Digest for this wonderful opportunity.

We know what we need in Cambridge. We need the financial resources to enable us to obtain the books, the technology, the services of full-time library media specialists, flexible scheduling, and staff development for teachers and library media specialists so that they will know how to successfully use new resources.

Maybe not all school systems know what they want and need. Plans are necessary. Education is also necessary for those who do not know so that they can be aware of their ignorance of where they need to be. Children do not vote. Only one in four taxpayers has a child attending public schools. The public at large has to see their vested interest in the appropriate education of children. Baby-boomers expect to have Social Security at retirement. That child that's going to support them is sitting in an elementary classroom today. We need to be very, very concerned about what's happening with those children. I think far too many people do not see their vested interest and do not want to pay taxes. We have to educate them about that. We are now preparing children for a new age and we need the tools to be able to do that. We need to change the way we educate children. Ted Sizer said that the teacher has to become the coach and the student has to become the

worker. It means that we have to emphasize critical thinking. We have to have less teacher talk. There has to be an active involvement of the learner in meaningful work. We need the development of broad, thematic units. We can't teach everything to children anymore as we once attempted to do. We have to give them the key to be able to find the information so that later, when they need it, they'll know how to find it and how to use it. The process is more important than the product.

I think in the past we've emphasized product. Now we have to emphasize process. We need to change the way we teach and I think that the library media center provides us with a wonderful tool and a wonderful opportunity. It can become the learning laboratory of the school, an extension of the classroom, and we need to be teaching lifelong skills in reading and in learning. I think we're at a very important crossroads.

The financial support of public education is not what it should be. The last 12 years have been devastating, not only from the taking away of the Federal support, but we in Massachusetts have Proposition 2-1/2, which is very similar to Proposition 13. So, it has made life very, very difficult in public education. To prove that point, I can take you on a tour of the school libraries in Cambridge and show you that, in spite of the fact that we've all tried very hard, we still have a very long journey to go to find excellence.

We are never asked what we need in order to do an excellent job. Instead, we are put in a situation where we are forced to make do with what society is willing to give us and then we're judged by the fact that we cannot give an excellent product. You have to put excellence in the front end in order to get excellence at the end of the process.

I think we as a Nation have some very important decisions to make. Will we invest in the future by investing in our children and their potential, or will we continue to shrug our shoulders at the tremendous need for support, the amount of money it will cost in order to enable public education to do what it needs to do? It is a serious economic issue because, if we are going to compete with a global economy in a global market, we have to have the kinds of workers who can compete with the workers from other countries who spend a lot more money on education and who value education a lot more than we in America do. I think we have a great educational issue out there to enable the public to know what we need and how we need to go about getting it for our young people because they are the future of this country. Thank you very much.

CAROL DIPRETE: You mentioned training. I gather that you were suggesting that the training is not only for librarians but cooperative training between libraries and teachers.

MARY FRANCES ZILONIS: The librarians and teachers so that they -- what we're trying to do is to have teaching a collaborative process so that the library can be the learning laboratory. It's teachers and library media specialists working together to develop the curriculum, to develop the lesson plans and to work on teaching units together so that if the classroom teacher -- say you're the classroom

teacher and you're doing something on Vietnam -- I show you all the materials that I have available, we talk about what we can do with it and then we may use that as a jumping-off point to show how we use Dialog services. I would do that training in Dialog services for you and then later on, the next day, you may send five children down. So for the next two weeks, you might constantly have a rotation of five children coming in and out of the library working on a particular plan. You may come and bring all of them for a week and then split them down, it depends. The collaborative approach is essential and it definitely impacts on the way teachers teach. I think it's a wonderful way to move away from teacher talk and to have the thematic units happen.

CAROL DIPRETE: Could you describe just a little bit more about your family literacy? I think this is the first time we've heard family literacy in the school library context.

MARY FRANCES ZILONIS: We wouldn't be able to do it if it weren't for DeWitt Wallace because it does cost money and that's an issue. But what we are doing has several different parts to it. One of the parts is to have wonderful authors come in. We're having Ashley Bryan come in and he's going to do a program in the schools and parents are invited along with their children for two morning programs. Then, we have a big single program and we're busing parents and children from all over the city to one school that has parking and a big auditorium and he's going to put on a program for the parents. This got created because I fell in love with Jim Trelease. I really felt the importance of parents seeing how much their kids can get turned on by great literature and by authors, and to have them see it and then maybe they'll buy a book for their child. It won't just be toys and games. That's one form of it. We're also going to have lesser known local authors come in.

Then another part is to reach out to immigrant communities to help them understand what American education is about. The first families that we're doing are the Hispanic families. Their culture does not prepare them well for American education. Only 56% of the Spanish families are literate in their native language. Sixty percent of Hispanic children drop out of public education. Their culture teaches them to bring a quiet, obedient child to the school door and to not interface with school at all. We expect this lively child that's going to talk to us and interact with us and we expect parents that are going to come into school and talk to us. They don't understand that that's what we expect. So, we're going to teach them about public education and how to get the most out of the system for themselves. We're going to have it taught by native speakers. We're hiring speakers in Spanish to come in and present the programs. We've got people from different colleges and universities that have studied this and are going to help us with it. One of the programs deals with interaction with other social service agencies too, so that you as a family can be successful and survive.

I forget what the third one was. We spent a lot of time developing this. The fourth one is on literacy and on reading aloud and we're going to be buying a lot of tapes to go along with

books in the native language so that parents can sit and play the tape with the child if they don't feel comfortable reading the books to get that warm, cuddly feeling that you get, that really successful feeling, and to give the parents the understanding that they have to model something about books and also help to connect them with the public library because our public library is very good in buying books in the native languages of the people that live in the city of Cambridge.

Then we hope to do other cultures -- we have a large Haitian population and a large Portuguese population. So, we can tailor this program to each group's needs. We're also looking at outreach targeted to the interest that a parent may have around the curriculum and what they can do to help their child. We are also looking at a program targeted to that middle-class parent that lives in Cambridge that has had a better understanding of what we're trying to accomplish in school. We hope to more fully develop specific areas of curriculum that people are interested in -- for example, science and mathematics curriculum -- so that they'll know more fully how to support their child. We also hope to get them more involved in the library as a result of this. We have a very good cooperative relationship with the Cambridge Public Library. We do a lot of work with them. The grant also is looking to foster work with them as well.

SHIRLEY ADAMOVICH: Well, you've answered my question. I was going to ask you if you were involved with the public library. I know the Cambridge Public Library and thought you were probably involved. It sounds to me like you're involved in an interagency kind of thing too. Then I would assume from this very interesting coverage of what's going on there that you would be in favor of categorical grants through the ESEA because of the great need in order to provide what you have to provide.

MARY FRANCES ZILONIS: That's right.

SHIRLEY ADAMOVICH: Any questions?

MURRAY MARTIN: I was very interested in your remarks on approaches to other minorities and learning how to deal with them. I think it complemented what I said. It reminded me that a temporary inhabitant of Cambridge, an Australian poet, Chris Wallace Crabbe, and visiting professor at Harvard, said of his American students, "I can get them to talk. I can't get them to read unless I tell them exactly what to read and what the reward is for having done so." He said of either New Zealanders or Australians, "I can get people to read and to write but I can't get them to talk." It's simply an illustration of the different ways. But I found his comment, that was about college, university students, chilling indeed. I know quite well from my own experience, you go into a reserve book collection and the thing breaks in the middle! I've read two pages, the rest is pristine and I've never touched it. So, the desire to read isn't there. If you can approach groups in the right way, you can bring it up. You're doing a very good job in that point of view, I would say. Thank you.

SHIRLEY ADAMOVICH: Any other comments? Thank you very much, Ms. Zilonis.

UNIDENTIFIED WOMAN: I did hear something about their bringing the children to school and then they're shy, they just don't want to talk. Well, can't the teacher choose the subject and develop a vocabulary and almost teach a formal language lesson?

SHIRLEY ADAMOVICH: I don't think we've had that particular comment before on teacher training. Thank you very much. Now, Margaret Bush from Simmons College and MLA's Children's Issues Section.

Margaret Bush -- Simmons College Graduate School of Library & Information Science and Massachusetts Library Association Children's Issues Section

MARGARET BUSH: I speak to you this afternoon as a long-time children's librarian who at mid-career became a library educator. I also speak to you from a statewide perspective in Massachusetts. I am just completing a two-year term as president of the Children's Issues Section of the Massachusetts Library Association. In years prior to that I chaired the statewide committee that developed our statewide standards for public library services to children in the State of Massachusetts. I also come to you from a very long and broad national perspective as a past president of the Association for Library Service to Children in ALA. During the ten years or so which I spent as a member of the board of directors of ALSC, a good deal of my effort went into urging cooperation and collaboration between all the youth services divisions of the American Library Association, so I couldn't be more thrilled with the thrust of the Omnibus bill.

It seems to me that there are three concepts in this whole package that are very, very important. One is the notion of comprehensive library services to young people. The second is the collaboration between types of libraries serving young people, and then I believe that there is a very important element in this whole package of developing models of library service. Mary Frances Zilonis spoke about the fact that so often we have to make do rather than being asked what resources we need to do good library services. I do believe that we need to develop very well articulated models of successful, comprehensive library services and then to promote those so that other people can be building on them. We know full well that comprehensive library service would empower young people as capable learners. It would enrich their lives and it would help them to become lifelong users and yet, we still have many problems in mustering the resources to provide the service which would do those things.

My version of comprehensive services would certainly include strong services for infants, toddlers, and parents by professional librarians with a strong knowledge of child development and expertise in materials for the youngest child. It would include outreach to day care providers, Head Start groups and nursery schools. It would certainly include collaboration and planning and services among community agencies. As we see children move along into school, I believe that the fullest spectrum of collections, services and programs

must be cooperatively planned and shared between public libraries and school library media centers. Throughout childhood, we certainly need to continue to serve family needs and family units. I believe also that, as children move along to elementary school into their teenage years, it's very important that we continue to have a firm commitment to collections and services for younger and older adolescents as their information needs develop.

Virginia spoke this afternoon about early adolescence and I'm going to address that in a moment as well.

I would like to spend a few minutes on young adult services in public libraries because I believe that, in the full spectrum of library services which are addressed in the Omnibus bill, young adult services receive the least amount of support. In 1988 the U.S. Department of Education published a statistical survey of public libraries and their services to young adults and found that one in every four library patrons in the year 1986-87 was a young adult, a person between -- they said -- the ages of 12 and 18. Not surprisingly, the libraries with young adult librarians were more apt to report heavy use by this age group, but only 11% of the Nation's public libraries have the services of a young librarian, according to this survey.

I believe that the changing scope and nature of adolescence makes it imperative that we re-examine our scheme of public library service and our support for young adult services. The comments made earlier about early adolescence are very relevant here. Social factors in our society are causing childhood to be a very short period of time today and adolescence to be a very long period, one which begins much sooner and lasts often well into the twenties. With changes in the configuration of schools today, children's departments in public libraries very often now serve children through fifth grade or to age ten, a much earlier cutoff point than we are accustomed to. Virginia spoke of the early adolescents who are sort of in hiding, I think was her reference to them. I submit that I believe that they have some hiding going on in public libraries -- either they're hidden from us or we're hiding from them. We are aware that some of them drop away from using libraries about the time they approach ten and increasingly drop away as they move into their adolescence. Some of them certainly make the transition to using adult sections of the libraries very smoothly and competently, there's no question about that. But many others of these young people are going to move into adult departments where they're going to encounter staff who really don't like them. We know this all too well from observation of many libraries.

In some cases today, we find increasingly the children's librarian trying to extend her reach to serve these older children as they move out of the children's department. I think this is usually makeshift service at best. It reaches a few children well, but children's librarians today have a very great emphasis on serving young children, and that's often a very demanding part of children's services. They simply do not have the resources of staff and collections to do justice to

serving the older children as they slip into adolescence.

So, I think that it has been a really great, great pity that libraries have chosen not to show a commitment to funding young adult positions. It's my own belief that a public library which really does pay attention to the specialization to young adult services finds that the whole library profits in that reference services, circulation and programs for the whole library become more energetic and richer and that the full usership of the public profits from that. Unfortunately, we're not able right now to demonstrate that, but it sure would be fun to do it and show them what a great difference it could make in terms of the energy and delivery of library services.

Because I come to you today as an educator in one of the very largest of our professional library schools in the United States, I would be remiss if I didn't spend some of my time talking about professional education. Even in programs such as ours where we have a reasonably good enrollment in youth services specialties, we still do not have enough graduates in these specializations to fill positions which are posted with us. It is often my sorry duty to have to be very apologetic with library directors when I have done the best I can to find people to send out to these positions. We do need more people.

It has been wonderful in the last couple of years at our school to be the recipients of some of the fellowships in youth services which come to library schools through HEA Title IIB monies. We were lucky enough to have two of those fellowships at Simmons this year. We're sorry that we were only allotted one of them for next year, though we had to fight at Simmons for support for more. It took us a good deal of work to get our institution to do their part in backing our applications. We were very sorry that is didn't pay off! But I do need to say most wholeheartedly how effective those fellowships were as a recruitment tool for us to promote professional education for some very talented people who are coming into the profession.

So we need to see that those scholarship programs, I believe, are maintained at the very least and of course, if at all possible, improved. We are very strapped right now for teaching resources in our professional library schools in the youth services area. Just as local libraries are often not looking at the resources that might be needed to do a really great job, even in our professional schools library service to children and teenagers, whether in public libraries or school libraries, is often not a very heavily supported area of the curriculum by the school itself, and I believe this is becoming increasingly a problem with the current emphasis on technology and information science in the library field. Those are expensive propositions and virtually all library schools are rushing in to do their very best to train information professionals of the future and of the present.

Of course we who are here today believe that some of the most talented and important information professionals are those who are working with the youngest of library users. But we need to find ways to demonstrate that to our administrators and our library schools. We need stronger recruiting efforts for

professional schools. We need stronger support of faculty to teach in these areas, and we desperately need new support for a new stream of faculty to enter these fields. We have a strong national core of library school faculty, like myself, who have had great impact on youth services librarianship. We are small in number but we have been strong in influence. Certainly through the American Library Association and our leadership of that organization and in the development of some wonderful professional tools today in the youth services field, we have really strengthened professional practices very, very much. But we are getting older. We tend to hang on a long time in our library schools and we are not seeing very many younger people coming in to academic programs to earn the doctorates and to prepare themselves for teaching in this field. So I do believe that, while we're talking about fellowships for the basic professional degree, we do need also to find some fellowship money and some ways to really promote the notion of people doing advanced-level study in the youth specialties so that we will replenish these positions.

My own situation at Simmons illustrates the need. At one point I had, after years of argument, finally persuaded my administration at my library school that it was just plain common sense to hire another full-time person with my specialization or some complementary specializations really, but another youth services specialist. I have behind me a whole flank of adjunct professors who teach in our library school because we do have a demand for those courses to be taught, and we hire lots of other people to augment me. Well, one year they finally agreed with me when we had a faculty position for which we could hire, and the experience in national recruiting was very discouraging. It did turn out in fact that one year they located a candidate who greatly impressed them. Unfortunately, we were unable to get her to move to the Boston area, and we lost her. We have not since been able to attract any applicant who has anywhere near the kind of credentials and experience that this woman had. These people are really short in supply and, of course, we lost our opportunity. The position had to be filled, and the priority was then to find somebody with technological background rather than a services orientation. So, this is a very important concern, I believe.

Related to professional education for people as they start their careers in youth services, I would like to mention another area of concern, which is the professionalism of children's librarians. Mary Frances Zilonis spoke of the terrific need and lack of qualified school library media specialists. The public library field is justly proud of the success of children's services, but in all these areas of specialization we are still dismally short of highly professional people to manage these services for young people. I referred earlier to the statistical survey on young adult services. A couple of years later in 1990, we had from the U.S. Department of Education a statistical survey of children's services in public libraries. It was found that less than half of the public libraries in the country have professional children's librarians. I was

astonished. Fifty-eight percent of public libraries reporting did not have any librarians whose primary job was serving children. I think that's a devastating figure. In Massachusetts we do much better than this. In the vast majority of our public libraries in this State we do have people who are designated in a full-time responsibility for children's services. This does not mean that they all have strong professional educations behind them. As I work around the State, as I have for nine years now, I know that we seem to have in our State two strains of children's librarians which are quite distinctive. Many are there with strong leadership capabilities and a vision of good service and the skills to make that happen. We also have a second strain, a dismally large group of malcontents who have not learned contemporary theory and practice and are given to spending a good deal of time airing their complaints but not getting on with very productive approaches to furthering their own professional development. For me, this is always discouraging.

In my time at Simmons, particularly because we do have good national visibility in our library school, it's been my great pleasure to be invited by a number of States to participate in professional development programs offered by State libraries for children's librarians throughout their States. Now these State libraries have always been those who have employed a children's consultant, who look out for the education and training of children's librarians. It's been my pleasure to collaborate with them in Iowa, Missouri, New Jersey, North Carolina and South Carolina and some others. Unfortunately, as we have heard of "cuts, cuts, cuts", as someone mentioned earlier at the local library level, State library agencies have been cutting away those children's services consultants as well. Some of the States where I have had the pleasure to collaborate no longer have their statewide consultants. A few of them still do have that position.

In our State we do not have a strong record at all in this area. However, in recent years, our State agency -- the Massachusetts Board of Library Commissioners -- did, in its last round of long-range planning, make very nice use of our children's standards which had been adopted just a few years earlier by the State library association. The placement of those standards within the State's long-range plan was used very intelligently to develop a set of priorities and objectives for the State, and grant money was used by the State to support programs which are developed around these objectives. That has been very useful to us. Our State is still not at all strong in professional development sponsored by our State agency, and it does seem to me, as we look at comprehensive services today through the Omnibus bill, that we do need to also look at models of programs which perhaps might be jointly developed by the professional schools and the State agencies. This is a partnership which we definitely need to encourage along with the other kinds of partnerships which we have mentioned here today. And of course we do need funding to support some of those model projects to make them really happen. I think that, as we look at our overall task here, it's terribly

important that we continue to support and endorse the notion of comprehensive services to children and young adults from birth all the way through their teens. I don't think that's happening, but this is wonderful opportunity to develop program objectives and to begin to design some good patterns of service.

Again, I would like to emphasize my pleasure with the idea of models, which has been a nice piece of this Omnibus bill. I think we need to design and fund programs which will demonstrate the effectiveness of comprehensive services and the various types of collaborative efforts which we mentioned here today. And then, it's not just enough to design those and do them, but we do certainly need very badly to publish and promote the success of these programs because they really need to serve as models of practice for other people who can be encouraged to go on and support them at the local level. Really comprehensive services. Thank you.

SHIRLEY ADAMOVICH: Thank you very much. That was an interesting slant on the educational part of it which we haven't had before. It looks to me like we're in a real crisis when it comes to educating children's librarians.

MARGARET BUSH: I think so, and it's a very complicated situation. There's not just one answer to why that is so. When I speak at programs and talk about recruiting and so on, I do truly believe that in our society children and teenagers are a real low priority, and I think that we find lots of shortages in other professional fields serving children that parallel some of what we find in the library school. I've had children's specialists who come to me in the library school sometimes just to talk about some of their concerns. Sometimes they have said that they feel other faculty and other students really look down on them for their choice to be children's services librarians, the notion being that, if they want to work children, they must not be too bright. It's a real hierarchical thing which is embedded in various attitudes. Sometimes it gets to be really flagrant and other times not. I think this is an ingrained problem which baffles me totally because; as a long-time children's librarian, I have never felt this problem. In libraries where I have worked I always entered fully into the operation of the whole library and was accepted as part of the so-called management team of the library. I've been lucky in that sense. In my own career, I've had jobs outside of the children's specialty, and I continue to do consulting for many types of libraries, principally public libraries because that's where my strongest experience is. But I've done staff development here in Boston for the *Boston Globe* library, and I've gone in to do evaluation of the services of an academic library because I have credentials in academic libraries as a matter of fact. No one ever questioned that my expertise came about through work as a children's librarian, so I have never personally felt that sense of discrimination, but I do see it happening and it really does trouble me. Someone recently in our library school told students that, if people wanted to go into library management, their chances wouldn't be very good if they started as children's librarians. And yet, as we go to ALA conferences and we look at

people in leadership nationally, how very, very many people tell us, "Well, I started out as a children's librarian." Some of our best public library directors were children's librarians. Some of our State librarians were children's librarians. Some of the presidents of ALA have been school librarians and/or children's librarians, and they have had terrific careers that have taken them many places. But yet, we do encounter these kinds of attitudes, even among faculty in a professional library school. I have no trouble with them personally. They don't treat me as though I'm any different from any of them, and yet they'll go right out into their classes and talk about children's librarians in negative ways.

SHIRLEY ADAMOVICH: That is strange.

MARGARET BUSH: It is strange and it's troublesome.

VIRGINIA MATHEWS: There was a related problem that, as long as you brought this up, I would like to put it in the record. There are two things at work here. Within our own ranks, unfortunately, and this is relatively recent in an overt sense, we now have several large libraries that have downgraded children's services, I think partly in an attempt to show what big-league players they are. There's a sense that, because children's services has such a track record over the past hundred years, one of the outstanding success of the public library, it needed "putting down". No question about it. But, whenever they're trying to get a bond issue in a town, what do they do? They have a story hour and send a newspaper in. I think there's a built-up kind of resentment that libraries aren't considered among the big boys. This is partly it.

MARGARET BUSH: And it looks deceptively simple, because in many public libraries there is so much energy in the children's department and the children's use of the library commonly in Massachusetts, as elsewhere, ranges anywhere from 30% to 45 or 50% of the total use if you count the programs and circulation.

VIRGINIA MATHEWS: That's one of the things that's resented.

MARGARET BUSH: But it almost works against us because I think it looks so easy, and it's assumed that it doesn't take so much staff to do that. It goes back to what Mary Frances Zilonis said about not looking at what it would take to do a really good job. What really are comprehensive services? If we did all of those things which we put, for instance, in the standards here in Massachusetts, it would be wonderful and it would not be so simple, but we don't look at that. I think those statistics allow us to think, "Oh well, we did a good enough job." It doesn't in turn look at how few or how many children in the total community we serve. We may serve a few children very, very well, but there are always many, many more who don't receive that sort of. . .

MURRAY MARTIN: I think the undervaluation of children's and young people's librarians is reflected in the salary we pay them. I have noticed frequently. . .

MARGARET BUSH: Well yes and no. You need to read the latest salary survey report that came out in *American Libraries* or *Library Journal*.

During the past year the group that had the most significant salary increase was children's librarians. They now average a salary that's running ahead of catalogers, which is an interesting thing, because both catalogers and children's librarians have been in short supply. Catalogers have a somewhat more technical aura about them which tends to add value, but children's librarians, I think because they're in shorter supply, are being upgraded now. The discouraging news about this was, ALA collected statistics on department heads. Department heads had an increase that was a little bigger in average, though not nearly as such as the increase for children's librarians. However, their median salary was a few thousand dollars above that of children's librarians. The irony of this is that, in many libraries where there is a professional librarian -- now mind you, a lot of us don't have them -- the children's librarian is often considered a department head. So wait a minute, what happened here? There's a real odd thing here, and I think personally that one of the issues is that this individual who has a job which often incorporates many management responsibilities -- developing budgets, developing collections, doing reference service, supervising staff, developing and evaluating programs and so on -- this person is still perceived as a specialist in children and in children's books, usually. That's got to be easier, we think, and somehow we overlook all of the management things, which in fact that person does. So, it's good news and it's bad news in the salary survey.

SHIRLEY ADAMOVICH: Simply amazing. Thank you very much.

CAROL DIPRETE: We do want to thank everyone. This has been extremely informative. This was a trial run to see how successful we'll be and what kind of information we will receive relating to this very, very important subject of children and youth literacy. We will be digesting; looking at possible forums in the future. We're having a meeting in May. This will be reported at that time with recommendations on how we proceed. I hope that all of the participants recognize that this is a top priority to the Commission, that we are pursuing it very actively and we really need the input of the people in the field so that we can use it to advise Congress and the President on the appropriate role that the Federal government should be taking on this initiative. I do thank you and we'll declare this forum closed.

(Whereupon, the Open Forum was adjourned at 3:10 PM)

WRITTEN STATEMENTS

NHEMA
New Hampshire Educational Media Association

P.O. Box 418, Concord, NH 03302-0418

May 4, 1993

National Commission on Libraries and Information Service
J. Michael Farrell, Chairman
1110 Vermont Avenue, N.W., Suite 820
Washington, D.C. 20005

Dear Chairman Farrell and Commissioners:

I am submitting this statement on behalf of the New Hampshire Educational Media Association. NHema represents over 250 professionals and paraprofessional practicing in school library media programs throughout our state. We are an affiliate of the American Library Association and its division, the American Association of School Librarians.

NHema has been concerned with the process leading to the 1991 White House Conference on Library and Information Services from the formation of our state steering committee and our representation to it; the election of delegates to our state conference including many of our members; and ultimately the election of delegates and alternates to represent New Hampshire at WHCLIS. I was very privileged to have served as an alternate delegate (and) the school librarian member of our state contingent. I was fortunate to have attended WHCLIS and to have served my state delegation as they considered the wide variety of issues raised regarding the best way to meet the information needs of America's citizens in relation to the conference themes of democracy, literacy and productivity. I witnessed first-hand the unique opportunity which WHCLIS provided for dialogue and debate among representative delegates in order to reach consensus and prepare a report to provide the President and Congress the framework with which to construct a national policy on library and information services for the next decade.

It was therefore, a particular joy for me to return to my state and share with my school library and teacher colleagues that the "Omnibus Children and Youth Literacy Through Libraries Act" had emerged as the most supported conference recommendation. I was elated to further report that the New Hampshire delegation unanimously supported the resolution. The membership of NHema enthusiastically embraced the WHCLIS final report and remains dedicated to the achievement of its recommendations. NHema is therefore encouraged that the Commission is continuing to focus its attention toward the implementation of the Omnibus Initiative, especially as it relates to the role of the school library media program and the school library media specialist in helping students develop reference and analytical skills as well as a love of reading and learning as a life-long pursuit. We recognize the essential role you serve to assist and advise on national policy implementation in the area of library information services and literacy programs for children and youth.

We also recognize that this is the Information Age and increasingly access to and use of information has been cited as the key to success in any number of endeavors. In education it follows that how that information is made available to students is an important matter of concern. We are therefore supportive of the current proposed federal legislation, The Elementary and Secondary School Library Media Act, as it provides a vehicle for the implementation of the school library related recommendations of WHCLIS especially in that it includes the establishment of an education resources division within the U.S. Department of Education and the provision of federal funds for school libraries.

School library media programming, as well documented in research, has direct effect on student achievement and learning. The urgent need for schools to produce an information-literate electorate and work force to succeed in an intensely competitive, global economy continues to escalate. Our citizens value the contribution of school library media programs and school library media specialists in the educational lives of New Hampshire's youngsters and many of them testified regarding their support during State Board of Education Standards revision hearings held this year. However, in a Northeastern state like New Hampshire, still reeling from the effects of the economic downturn, heavily reliant on property taxes to support local education efforts, (and) with no state funding for school libraries, the need for assistance to curtail an ever-increasing crisis situation in many of our communities is more important than ever.

As information proliferates at astounding rates, the role of the school library media professional is to teach competencies and skills that will assist in the development of students who are effective users of ideas and information. Students are encouraged to realize their potential as informed citizens who think critically and creatively to solve problems, make decisions, communicate clearly, respect individual rights, assume responsibilities and appreciate that learning is a life-long process. Supporting the concept of information use must be the availability of resource collections of sufficient size, quality and timeliness to meet student need.

In just a few short weeks, New Hampshire will send forth the young men and women of the class of 1993. Already these soon to be graduates face a four trillion dollar national deficit, a health care crisis, urban decline and unrest (and) the ever growing problem of illiteracy. Are we hoping that this class and the future graduating classes of New Hampshire, New England, the Northeast, the country will somehow miraculously learn the problem-solving and critical thinking skills that they need if our schools and communities remain without adequate information resources and the means to physically and intellectually access and use them? "Human history becomes more and more a race between education and catastrophe" wrote the great futurist H.G. Wells. The last time any major effort was expended by this nation regarding school libraries was in the hey day of Sputnik and the "great space race." How insignificant that race seems to the one in which America finds herself now engaged. How infinitely more dear the cost. What future might Wells foretell if he was an observer of these times?

NHema recognizes that school library media programs and library media specialists are an essential part of the education infra-structure which like other areas of this country's infra-structure, has been too long neglected and is in dire need of immediate attention. Our school libraries can help to span the ever widening gaps which exist in our society by helping individual communities achieve the national education goals through the provision of up-to-date information in improved and expanded resource collections.

The members of NHema have already devoted thousands of collective professional development hours in order to re-train ourselves to keep pace with the information needs of today's students. We enjoy an enviable partnership with our State Department of Education and have worked together with them to provide school library media specialists with a wide variety of professional development opportunities in resource-based learning. This summer we will join forces with both the Department and Plymouth State College of the University System of New Hampshire in order to sponsor a major institute which will provide our members with collection development strategies for the 90's. We have also strengthened our cooperative efforts with our State Library, State Library Association and we actively participate in combined networks involving all types of libraries and community agencies which serve youth.

As our students might say, we have done our homework and are quite prepared to be tested. What we require now is your support for federal initiatives which will give us much needed seed money. In New Hampshire we are quite used to bringing in a harvest despite a less than hospitable environment. So help us to get to work. We're ready to "roll up our sleeves and set to" as the saying goes. We think you and Uncle Sam will be delighted with what we produce and that future generations of Americans will continue to enjoy the benefits of the fruit of this labor of love and necessity.

Thank you for your consideration.

Respectfully Submitted,

Susan D. Ballard

Susan D. Ballard, President
NHEMA

NCLIS Forum: Library and Information Services for Children and Youth

Testimony Presented by Margaret Bush, Associate Professor, Simmons College, Graduate School of Library and Information Science, Boston.

I am addressing these issues as a long time children's librarian who has now become a library educator. I speak from a statewide view, having just completed a two-year term as chair of the Children's Issues Section of the Massachusetts Library Association. Prior to my term in office I chaired the statewide committee of public library directors and children's librarians who developed our Standards for Public Library Service to Children in Massachusetts. I also speak to you as a long time leader in ALA's Association for Library Service to Children. During a term as president of that association and some ten years as a member of the Board of Directors, I worked on efforts to develop collaboration among the three youth services division of ALA, and I am especially grateful for the strong joint effort of AASL, ALSC, and YALSA which went into developing the original proposal for the Omnibus Children and Youth Literacy Initiative.

There are three key concepts of this initiative which I feel are critical:

* The motion of comprehensive library services for young people.
* The emphasis on collaboration between public and school libraries.
* The idea of developing model programs.

My version of comprehensive library services to young people must include:

* Strong services for infants, toddlers, and parents by librarians having strong knowledge of child development and expertise in materials for the youngest child.
* Library outreach services to day care providers, headstart groups, and nursery schools.
* Library collaboration with other community agencies in providing services.
* For the school age child: a spectrum of collections, services, and programs cooperatively planned and shared between public and school library media centers. Library services to children through all stages

of childhood should serve families as well as the individual child. It is also imperative that libraries serve the growing cultural diversity of our country's children.

* A firm commitment to provide collections and services to younger and older adolescents as their information needs develop and change.

Young Adult Services in Public Libraries: I would especially like to speak to the need to strengthen this area of library service because it is the least supported in the spectrum of youth services. In a 1988 Statistical Survey from the U.S. Department of Education (National Center for Education Statistics), we find that 1 of every 4 library patrons in 1986-1987 was a young adult (ages 12-18). Not surprisingly, libraries with a young adult librarian were more apt to report heavy use by this age group. But only 11% of the nation's public libraries have the services of a young adult librarian.

This changing scope and nature of adolescence makes it very important that we re-examine our scheme of children's and young adult services in public libraries. Virginia Mathews spoke earlier of that group of young people we call early adolescents -- the 11-15 year-olds. Social factors today are causing childhood to be a very short period and adolescence a very long period in the United States -- one which begins much sooner and lasts often into the 20's. With changes occurring in the configuration of public schools, children's departments of public libraries now often serve children through fifth grade, or about age 10. Ms. Mathews spoke of these early adolescents as young people who are rather in hiding. We are aware that by the age of 10 many of them are dropping away from library use. Some smoothly make the transition to using the adult section of the library. Others too commonly encounter "adult" department library staff who don't really like this age group. Some libraries provide token service or designate one of the reference librarians to have some part-time responsibility for young adult services.

In many cases the children's librarian tries to extend her reach to serve these young adolescents as they move beyond the children's department. Though well intentioned, this is often a makeshift scheme of service. Children's librarians today have generally come to focus a very substantial amount of attention on serving preschool children in addition to supplying a complex range of services for various levels of elementary school children, and they simply have not been able to do justice to serving older children as they slip into adolescence. Small collections of young adult books located in children's departments attract some readership, but these tend to be token

collections that don't serve any large segment of this population. If the children's librarian selects young adult books to be shelved somewhere in the "adult" area of the library, she is unable to follow the use and appeal of the material or to offer reader's advisory service to the adolescents. Generally, adult services librarians are not well versed in the large body of young adult books now available. Usually the children's librarian does not find it possible to actually organize programs for young adults or to develop contacts with the libraries in secondary schools.

Perhaps it is my own early experience in a public library offering strongly specialized young adult services (The New York Public Library) which convinces me that wherever there is a young adult specialist the whole of the public library's scheme of service is enriched. This group of librarians are often exceptionally energetic and committed to good collections, information services and programs, and to strong outreach and collaboration. In one public library where I was serving as a planning consultant, the branch librarians were thrilled when the children's librarian at the main library -- the only youth services staff in this community of 50,000 or so -- was suddenly inspired to buy a small assortment of young adult fiction for each branch library; circulation was brisk everywhere, and each branch was eager for more such material. Young adult literature is a rich body of interesting material which attracts readers of many ages. The strong client-centered philosophy of young adult librarians sets a fine example for other public service librarians. Some day I'd love to be able to demonstrate that a public library willing to start from scratch and mount a fully-developed scheme of young adult services would greatly increase the amount of use of the entire library and also improve the quality of service extended to its users.

Some public libraries offer well defined and supported young adult collections and services, yet this specialization has never gained the universality enjoyed by children's services. In thinking today about the Federal role, I believe that the development of information is very important. The statistical reports from the National Center for Education Statistics have been very valuable, and I would hope that the two major surveys on children's and young adult services will not be one-time efforts. The information needs to be gathered again to discover changes over time, and perhaps additional sorts of information should be considered. I also think that funding for model programs to demonstrate effective delivery of service would be of enormous value.

Professional Education for Youth Services: As a faculty member in one of the largest ALA accredited library schools in the country, I must share concerns about the need to attract more people to preparation for careers in children's and young adult librarianship

and in school library media centers. Even with reasonably good enrollment in youth services specialties at Simmons, we do not have enough graduating students in these specialties to fill available positions. Libraries are left to hire persons who have some other background than a professional education in youth services librarianship. For several years now library literature has noted a chronic shortage of children's librarians. Factors contributing to the shortage are usually thought to be low salaries and lack of status of children's librarians.

We seem to be seeing some improvement in children's librarians' salaries -- a circumstance possibly reflecting the short supply of these specialists. The 1992 annual survey of salaries done by ALA (American Libraries, Oct. 1992) reports an average increase of 3.6% for all positions "except children's and/or young adult services librarian, which shows an unusual increase this year -- 11.3%." The mean salary of children's and/or young adult librarians were reported as $33,342, placing them above the mean for catalogers and reference/information librarians. Interestingly, the category of department head/branch head librarians showed an average increase of 5.7% and a mean of $39,017. Now many children's librarians are ranked as department heads in their local libraries, so it would appear that we have a little problem here. There is another problem, too. It is often said that children's services are one of the outstanding successes of the public library field. Public libraries commonly emphasize the fine quality of their children's services at fund raising time. We do usually think of every public library as having a children's department or section. However, the 1990 statistical survey of children's services in public libraries from the Department of Education included the discouraging news that 58% of public libraries reported no staff member designated as responsible for children's services. In some parts of the country libraries have adopted a generalist scheme of library service with no age level specialists, and we don't really know how widespread this trend has become. Many small libraries have only one librarian who serves everyone, but the national survey was not especially focused on small libraries.

In attracting new students for youth services librarianship, library schools have recently benefited greatly from HEA Title II B fellowships. At Simmons we had two of these substantial fellowships this year and found them to be very useful in recruiting some wonderfully bright young people. We were disappointed that we received only one of the four fellowships we requested for the coming academic year. High tuition for professional education makes it imperative that we find more financial aid for students entering the generally low salaries human services professions. Federal incentives for higher education are extremely important. The HEA group of fellowships must be sustained for at least the next several years.

Youth services are not strongly supported in our library schools. We are all strapped for teaching resources anyway, and today the emphasis on computer technology and information science far outweighs all other priorities. In the mid-1980's when several library schools announced that they would not continue to have full-time faculty positions representing youth services specialties, I co-authored a study of relevant course offerings and faculty in the ALA accredited schools. (Melody Allen, Rhode Island State Library, co-author. See Library Trends, Winter 1987.) While we found a strong representation of youth services in many library schools, it must be acknowledged that only a few more than half of the schools responded. We found that a few regions of the country had concentrations of strength while some very large regions had scant faculty and course representation for these important areas of librarianship. This study, actually quite a simple one to execute, needs to be brought up to date and conducted in such a manner that virtually all of the schools are reported. A national directory highlighting strong programs could be a useful recruiting tool to some degree. Unfortunately, many library school students today are older and encumbered with family responsibilities so that they can attend professional schools only in their own regions. I do think that some effort to construct a set of model programs -- or perhaps identify and somehow promote existing models -- might provide some sort of tool to encourage library schools to better attend to this portion of the market!

Another problem in offering good professional education for youth services librarians is a short supply of really well qualified faculty. There is a strong national corps of people who are my counterparts, and we have supplied impressive leadership in the library profession as well as in our specialties through our ALA activities, and through our writing, speaking, and consulting. The problem is that we are small in number and long in experience. We do not have very many younger faculty coming along to replace us. It's not a very big job market, and so few people choose to pursue advanced degrees which would give them appropriate credentials. Fellowships for advanced study would help, but the really crucial issue is to get the library schools to recognize that these specialists would be attractive strengths for them to have. In the meantime, many schools do make do with adjunct faculty of mixed strength.

Related to these concerns about the basic professional education is the need also to nurture the professionalism of practicing youth services personnel in libraries. In the state of Massachusetts, it is quite apparent that we have two broad categories of people working in public libraries and school library media centers. We have one group scattered across our small state who are strong in professional practice and are professionally involved beyond their local job. Then we have quite a large group who

seem to spend their time at professional meetings complaining about the lack of support for them and youth services in their libraries and in our associations. One cannot help but surmise that those who are more productive are the ones who have, indeed, completed professional education and have a vision of good services and the skills to develop that service. I suspect our state is not so different from others in having too few good continuing education opportunities. As a nationally known children's services specialist, I have been pleased to be a presenter in statewide professional development programs sponsored by several state libraries. These have been libraries employing a children's services consultant at the state level -- Iowa, Missouri, New Jersey, North Carolina, and South Carolina have been such states. Unfortunately, many of the state-level positions have been cut in recent years. In our state we have not ever had a strong record in this area. However, our state library agency made very good use of our Standards for Public Library Service to Children, writing an impressive chapter of objectives related to the points in this document in their current long-range plan for library services in Massachusetts. Since state funding for local projects is tied to this plan, local libraries have been encouraged to really apply the standards and develop needed programs. To strengthen state support for youth services and professionalism at the local level, we need publicity and funding for model programs. Incentives need to be found to encourage collaboration between the professional schools and the state agencies in developing and sustaining good continuing education efforts.

In concluding these remarks about professional education and professionalism in the youth services, I would like to return to my opening points about the need to demonstrate the effectiveness of comprehensive library service to children and adolescents in their public libraries and schools. We need some funding incentives to encourage collaboration between different types of libraries. It is important that we design some new models of service, and then we must also publish and promote the success of these programs to encourage other libraries to support services which offer many immediate and long-term benefits to themselves as well as the young people they serve.

Simmons College LIS Graduate School of Library and Information Science

300 The Fenway, Boston, Massachusetts 02115-5898

PREPARATION FOR YOUTH SERVICES LIBRARIANSHIP

Students who wish to develop library careers serving children and adolescents may choose to prepare for state certification as library media specialists or to specialize in public library services to children and young adults. Courses are offered at the master's and advanced levels of study in these areas of specialization. Other opportunities at Simmons College offer enrichment for youth services librarians.

COURSE OF STUDY

UNIFIED MEDIA SPECIALIST PROGRAMS: Each state sets standards for certifying school library media specialists, and in most states librarians applying for such certification must also hold classroom teaching certificates. The Graduate School of Library and Information Science master's degree program offers the full scheme of courses generally required for library media certification. Students who do not already have teaching certificates may enroll in a dual degree program, allowing them to earn both the M.S. in Library and Information Science and an M.S. in Education. The dual degree requirements are described fully in the Graduate School of Library and Information Science Catalog.

In addition to the courses required of all students, candidates for the Unified Media Specialists certificate must take the following five courses:

LS 406 Organization and Management of School Library/Media Centers
LS 431 The Design and Production of Instructional Materials
LS 468 Communications Media and the Information Professions

and either LS 481 Children's Literature and Media Collections

or LS 483 Libraries, Contemporary Society, and the Adolescent

A course in the LS 496-499 series, constituting a supervised practicum or internship in an elementary or secondary school media center.

Many students will wish to take both LS 481 and LS 483, which will then complete the degree program. Usually, students will be frustrated over the lack of opportunity to include other attractive courses offered by the School, and some will elect to take more than the nine courses required for the master's degree.

CHILDREN'S SERVICES IN PUBLIC LIBRARIES:

The following courses generally provide the basic specialization:

LS 450 Organization and Management of Public Libraries
LS 481 Children's Literature and Media Collections
LS 482 Library Programs and Services to Children

Many students will also choose to take

LS 483 Libraries, Contemporary Society, and the Adolescent

Occasional elective courses are offered in the LS 530 series (Topics in Library and Information Services, 2-4 hours). These include:

LS 530G Storytelling
LS 530H Information Sources for Children

YOUNG ADULTS SERVICES IN PUBLIC LIBRARIES:

Although this specialization is not as strongly supported in New England as in some areas of the country, many students express an interest in working with this age group. Some public libraries do include a full-time young adult librarian on the staff, while others combine responsibility for young adult services with work in adult services or the reference department. Students wishing to prepare for work with adolescents in the public library setting generally begin with the following courses:

LS 450 Organization and Management of Public Libraries
LS 481 Children's Literature and Media Collections
LS 483 Libraries, Contemporary Society, and the Adolescent

Many other electives are useful in preparing to serve this challenging age group, and students usually consider courses dealing with computer technology, intellectual freedom, literacy, reference materials, and visual communications and media.

ADVANCED LEVEL OF STUDY

At the master's degree level, there are two opportunities for students to deepen their specialization once the basic scheme of electives has been completed in the above areas.

A seminar level course, currently numbered LS 480, brings together students from the full range of youth services to consider current trends, recent research, and theoretical aspects of child/adolescent development and library practice. Near the completion of their course of study, students may also elect to do an independent study investigating an aspect of library services to youth.

Youth services librarians from public libraries and school library media centers also enroll in the School's doctoral program. At this level, they will generally examine youth services issues in the more general courses required in the program. They will also take LS 480, and they have the opportunity to explore special concerns in the research project.

OTHER OPPORTUNITIES FOR STRENGTHENING SPECIALIZATION IN YOUTH SERVICES

A variety of attractive programs at Simmons College and in the broader professional community complement the Graduate School of Library and Information Science program. The Center for Children's Literature offers a fine course of study leading to a master's degree. Students in the GSLIS program may elect to take one or two courses in this department as part of their course of study. The Center also offers occasional free lectures or programs students may enjoy attending. In the alternate summers (odd numbered years) the Center offers a long, rich symposium program for which there is a substantial charge; this program, featuring distinguished creators of children's books, is attended by a diverse audience of professional people and also offers a segment which may be attended for academic credit.

Recently, the League for the Advancement of New England Storytelling (L.A.N.E.S.) has begun co-sponsoring its annual storytelling conference with GSLIS. Held in March, this is one of the largest regional storytelling events in the country. A strong offering of speakers, performances, and workshops makes up an inviting weekend program.

All students interested in developing careers in youth services are urged to become active in the children's services section of their state library association or in their state library media association. The New England Roundtable of Children's Librarians (a section of the New England Library Association) offers several programs each year related to children's books and library services. Finally, Boston has a small but distinguished publishing community in the field of children's literature. There are several fine bookstores specializing in children's books, and there is an impressive variety of community library programs throughout the year.

Simmons College Graduate School of Library and Information Science, 300 The Fenway, Boston, MA 02115

For more information, call 617-738-2264

MB/ECK: 1/92

Good morning, my name is Deirdre Hanley. I am here to speak as the Director of a suburban public library with a very active youth program, as well as on behalf of the Children's Services Committee of the Eastern Massachusetts Regional Library System. The Children's Services Committee is charged with assessing children's services needs of member libraries in the Eastern Region, a group of 200 public libraries.

I would like to address three specific parts of the Omnibus Children and Youth Literacy Initiative. My remarks directly reflect the concerns of many Children's Librarians, as discussed at a recent open forum on children's issues, sponsored by the Eastern Massachusetts Regional Library System.

First, the Partnership with Libraries for Youth Title. It is essential that funding support be given to programs that enable school and public libraries to work together in meaningful ways. Although the missions of public and school libraries differ, we both serve the same clientele, youth, and our ultimate goal is the same: to create a literate, educated, and informed populace. We will both provide better services to youth if our efforts are coordinated. For example, if school and public libraries were linked electronically, they could share resources and, more importantly, children would learn research skills in their school libraries using automated catalogs and other technological tools that would prepare them for the reality of public and college libraries as well as for the real world of work.

Secondly, I am very pleased with the recommendations of the Public Library Young Adult Services Title. Too often, young adults fall into a kind of black hole. A great deal of emphasis is placed on the needs of young children, and rightly so. But when these children grow up to be teenagers, opportunities and services for them disappear, not just in the library, but in society at large. I often think that adults are afraid of

teenagers so it is easier to just ignore them and their needs, but it is obvious that adolescence is a very difficult time when children actually need more attention, not less. Librarians who serve children express great concern about the lack of services available to young adults, and the extreme importance of addressing their needs adequately, especially since many other agencies that would serve young adults have suffered severe budget cuts.

Finally, I cannot stress strongly enough the importance of the National Research and Education Network. Technology is an essential tool for libraries for resource sharing and the provision of information. It is the responsibility of the government to build the NREN and make it available to all libraries so that all adults and children have equal access to information and an equal chance to use information to better their lives.

Thank you.

Northeastern University

African-American Institute

M E M O R A N D U M

TO: Peter Young, Executive Director
U.S. National Commission on Libraries and Information Science

FROM: Karen Lea Johnson, Operations Manager
John D. O'Bryant African-American Institute

DATE: June 11, 1993

RE: Response to Boston Open Forum on the Omnibus Children and Youth Literacy Initiative

I would like to submit the attached commentary for your consideration as you continue to consider "issues related to redefining the Federal role in support of library, information services and literacy programs for children and youth." Professor Margaret Bush, of the Graduate School of Library and Information Science at Simmons College, has suggested that this material is relevant to the testimony given at the recent hearing which you conducted in Boston.

My concern is with library services and literacy programs for incarcerated youth--surely one of the most at-risk populations of young people and a group with very little access to library service. Two sections of the Omnibus Initiative pertain to youth-at-risk, and I am addressing these. The information I am providing comes from an extended project I recently completed for a seminar in youth services taught by Professor Bush. Urban youth are of particular interest to me since I anticipate working in an inner city environment.

Thank you for considering this material in support of a very needy--and unfortunately growing population.

40 Leon Street
Northeastern University
Boston, Massachusetts 02115
617-437-3141

OMNIBUS CHILDREN AND YOUTH INITIATIVE: IMPLICATIONS FOR SERVICE TO INCARCERATED YOUTH

Submitted by: Karen Lea Johnson, Operation Manager, John D. O'Bryant African-American Institute, Northeastern University
Margaret Bush, Assoc. Professor, Graduate School of Library and Information Science, Simmons College

The following remarks pertain to two objectives of the Omnibus Children and Youth Literacy Through Libraries Act:

A Public Library Young Adult Service Title that would:

* Provide funding for youth-at-risk demonstration grants to provide outreach services for young adults on the verge of risk behavior, as well as those already in crisis, developed in partnership with community youth serving agencies.

A Partnership with Libraries for Youth Title that would:

* Ensure that all legislation authorizing child care programs and other youth-at-risk programs include funds for books and library materials, to be selected in consultation with professional librarians.

I. Statistical Trends Regarding Youth Offending Held in Custody:

National figures emerge slowly--commonly cited figures based on data from the Bureau of the Census are for 1989. Juveniles Taken Into Custody FY:90 Report (Washington, D.C. Congressional Information Service, 1992. Barry Krisberg et al, compilers) offers the following information:

* The total number of juveniles taken into custody in public facilities was 619,1818 (Male: 506,309; Female: 112,872)

* The total number of juveniles taken into custody in private facilities was 141,463 (Male: 84,241; Female: 57,212)

* The percentage of juveniles in custody in public facilities by race are as follows:

40% White
42% Black
16% Hispanic
2% Other

* The percentages of juveniles in custody in private facilities by race are:

60% White
29% Black
8% Hispanic
3% Other

* The average age of a juvenile held in a public facility was 15.8 years.

* The average age of a juvenile held in a private facility was 14.8 years.

These youth in correctional facilities are among the most disadvantaged in the country. They are socially, educationally and culturally disadvantaged. Many are functionally illiterate when they enter institutions and many do not continue schooling upon release. According to Bonnie Crell, Principle Librarian for the California State Youth Authority, only 11% of the committed youth in California, return to school after

release. Ms. Crell also notes that 70% of the youth committed in California, are already parents.

The growing number of Black and Hispanic juveniles who are incarcerated is overwhelming. In some parts of the country, the number of Asian juveniles in custody is also increasing. These youth belong to racial and ethnic groups who are under-represented in higher education, the political system, the workforce, and other aspects of American life--except for the criminal justice system. Many of them have suffered from limited access to quality education, good jobs, and decent housing conditions. Without some educational opportunity and job training during the period of incarceration it seems likely that many of them will continue in the problematical behavior which brought them into custody.

II. Library Services to Youth in Correctional Facilities:

> "The library in a juvenile correctional institution should support, broaden, and strengthen the institution's total program to train and rehabilitate delinquents through treatment and compensatory education."
>
> From Standard 2.1 of the Library Standards for Juvenile Correctional Institutions, ALA 1975

Statistics on actual library service provided to incarcerated youth are impossible to find though professional library literature identifies good programs in a few states (California, Michigan and others). It seems likely that some other states include some sort of library service as part of the education system for correctional institutions. Many states, however, apparently have no provision for library service to support learning, literacy, or recreational needs.

The American Library Association has revised its Library Standards for Adult Correctional Institutions several times, but the juvenile standards evidently have not been reviewed since 1975. The ALA Handbook of Organizations lists an ASCLA committee charged with this purpose, but no members have been appointed. Clearly there has been little attention in the library profession to this growing and very needy population.

III. Creating Future Services:

The omnibus initiative appropriately designates services for "youth-at-risk as well as those already in crisis." Surely it may be said that most incarcerated youth are already in crisis.

Following are some important ways a stronger federal role might stimulate improvement of library services to juveniles in custody.

* Information is needed about the services now provided. A national survey would be most valuable. Children's services and young adult services in public libraries have been surveyed by the National Center for Education Statistics in the U.S. Department of Education. The publication of government sponsored information on these services has been very useful, and information provided on library services to incarcerated youth would reveal what exists and what further development is needed.

* Standards which now exist must be reviewed and updated. Are there any federal standards or other regulations pertaining to state and private correctional institutions for youth which might be pertinent? Are any federal funds dispersed to states which might usefully be tied to use of the library standards?

* Model Programs must be established and promoted. Good programs which now exist must be identified and publicized. Programs should be designed to serve at least the following needs:

    - o Literacy training
    - o Support of classroom teaching
    - o Personal information needs of youth
    - o Recreational reading, listening, and viewing

* Outreach Programs and Services from local public libraries to youth in correctional institutions must be strengthened if these young people are to have really good access to libraries and information. Funding seems a key element here.

* Research is needed to determine and publicize the effectiveness and the results of programs and services which are now provided. Common sense and research from other areas suggest what sorts of materials, services, and programs might be useful. More specific information will help support arguments for support at state and local levels.

NCLIS HEARING STATEMENT
May 5, 1993

My name is Carolyn Noah, and I am the Children's Services Consultant for the Central Massachusetts Regional Library System. The CMRLS provides support services for public libraries in 71 communities, most of which have populations between 5 and 10,000. Including towns only fifty miles from Boston, the contrast in sophistication and educational background of the library community in the central part of the state is significant.

As we stand toe to toe with the next millennium, children's services must welcome remarkable opportunities. The public library is the only agency in town that invites all children, free of charge, to a celebration of books and reading that prepares them to be lifelong readers. The library provides support for moms, dads and caregivers as they undertake the most important jobs they'll ever have. Children and their adults are entitled to the best, most comprehensive recreational and informational library service that we can provide.

The White House Conference developed a Youth Omnibus Initiative that outlined some elements that I believe are critical to enable the best library service for youth. I urge you to pursue these goals:

-- Legislation that will create incentives for family reading and for library cooperation with early childhood education agencies. Early childhood titles should provide training for caregivers by librarians in the importance of books and reading. We must encourage adults to be the reading role models that children desperately need. Such collaboratives will ensure that kids are encouraged to read early and always.

-- Legislation that will create partnerships between school and public libraries. Library service for youth should be a continuum, in and out of school. Media centers and public libraries should be linked electronically and professionally. Working together will create a comprehensive, coherent library picture for each community and enable the most effective use of resources.

-- Finally, I urge the broad establishment of scholarships for librarians entering youth services, especially for minority students. Recruitment for librarianship must reflect the mosaic of our communities, and we must recruit with vigor in order to respond to the electronic and demographic challenges that lie ahead. To provide the best of library service, our recruitment and scholarship programs must reach into the smallest of communities. In what public school would it be suggested that less than a college degree is adequate education for a person entrusted with a portion of our children's future?

I believe that youth librarians will be mentors, teachers and early childhood education leaders in the year 2000. If the commission can help to create momentum to enable this vision, I applaud you.

MLA
MASSACHUSETTS
LIBRARY
ASSOCIATION

May 5, 1993

TO: Peter Young, Executive Director, NCLIS

FROM: Bonnie L. O'Brien, President, Massachusetts Library Association

RE: Testimony in support of Childrens' and Youth Omnibus Bill

The greatest resource which the United States has to lead it successfully through the first half of the 21st century is its children and youth. In order to assure all children an equal opportunity to achieve their fullest potential, we need to work with parents and other care providers in order that they understand the growth and development process from birth to school age. Once that process is understood, they will realize how that process significantly impacts on a child's ability to learn. Children who have had a good preschool growth and learning experience are ready and eager to learn once they start school. This growth experience needs to include a sound, healthy body that has been well nourished, life in an environment in which love and understanding are present and where imagination and inquiry are encouraged. All children need to have a roof over their head, a bed to sleep on, food to eat, and need to be free from fear. Childhood is precious and we need to work very hard to be sure all children have a chance for a happy childhood.

In order to achieve this equal start for all of our children, public libraries should be a center where parents and other care providers can find the basic information they need to support them through the parenting process. Many young parents live away from their own extended families and often both parents work outside the home. The free exchange of parenting experiences--often just to be reassured that what their child is doing is normal at that stage of development--is often not availabe to them. This may have been available for our parents who lived in a less mobile society than the one we live in today. Public libraries have a unique opportunity to give a much needed service to parents by providing access to materials which can help them with this most vital role of guiding our leaders of tomorrow.

MASSACHUSETTS LIBRARY ASSOCIATION

Public libraries need to work with day care centers and the schools so that all parents have equal access to this life-supporting information. Public libraries should not have to compete with the school libraries for the same dollar. Rather, there needs to be enough money allocated so that both the public library and the school library have adequate monies to purchase materials to answer their patrons' questions. We need to continue to provide parenting information through the teen years.

Public libraries and school libraries need to have access to and be able to use all of the technology available to help parents, children, and young people achieve easy access to the world of knowledge. This access needs to include the availabliity of literacy programs so that by breaking through the barrier of illiteracy each person can move ahead to achieve success. If an illiterate parent can be taught to read so that they can read a book to their child, what a sense of self-worth we have given that individual. That sense of self-worth and importance is what needs to be fostered and encouraged in each person.

It has been my experience that public libraries, school libraries, and often the schools themselves are all in competition with each other. I believe this results in an extreme duplication of effort and much wasted time, which could be more successfully used to work for the greatest benefits for our children. Please make sure that in the future, all of us can work smoothly together for the greater good of all our children and not have to fight each other tooth and nail for each little thing we need.

Public libraries serve patrons from the womb to the tomb. We need to work with the schools and all others who support parents, caregivers, and children in order to achieve a literate society in the next century. In doing so, we will have supported our youth in the best way possible, thus providing them with the means to achieve success in their lifetime.

Commonwealth of Massachusetts
Board of Library Commissioners

648 Beacon Street • Boston, Massachusetts 02215 • 617 267-9400 • 800 952-7403

100 YEARS 1890-1990 SERVICE TO LIBRARIES

May 13, 1993

Mr. Peter Young
NCLIS
1110 Vermont Ave. NW Suite 820
Washington, D.C. 20005

Dear Peter,

Enclosed please find a copy of my testimony before the NCLIS panel at the Boston Public Library. It was a pleasure to have an opportunity to testify before the panel, and I hope that you have an equally successful series of hearings in other locations around the country. I will be most interested to follow the results of these hearings.

Please feel call on me if you require any further information or clarification.

Sincerely,

Shelley Quezada

Shelley Quezada
Consultant, Library Services to the Unserved

Testimony submitted in support of WHCLIS II resolution SER 02 "The Omnibus Children and Youth Literacy Through Libraries Act"

Shelley Quezada
Consultant, Library Services to the Unserved
Massachusetts Board of Library Commissioners
648 Beacon St.
Boston, MA 02215

Thank you for the opportunity to present testimony in support of the new legislation proposed under the Omnibus Children and Youth Literacy Through Library Act. In lending support for a bill which would increase collections, provide more and better trained staff and include the integration of new technologies, I would like to specifically speak to the importance of including family literacy as a component in the design of any new programs and services.

For nine years I have been a state library consultant working in the area of literacy, outreach to special populations including those in institutions, second language speakers which form our increasingly diverse and multicultural population, the disabled and the homeless. I have also been a part-time instructor at the Graduate School of Library and Information Science at Simmons College where I have taught a course on literacy for the past six years.

I feel so strongly about the importance of family literacy as a mechanism for services in support of children and youth literacy that without this all important parental involvement,

involvement the infusion of new materials, programs and services will less effective.

In recent years, there has been a growing awareness of the larger problem posed when adults who lack basic literacy skills are also the parents of children. Studies show that the parent is the child's first and most important teacher. Parents who lack basic literacy skills are unable to read to their children, help them with homework or advocate for them in school.

Family literacy is an emerging discipline with an educational component which includes a focus on improving the basic literacy level of the adult, who is also a parent, and which formally or informally will impact upon the literacy level of the child. Family literacy programs are currently taking place in libraries, as well as early childhood education centers, school based Chapter One programs, adult basic education and bilingual education programs, the workplace and in privately or corporately funded centers.

Our nation is in a crisis. While our government wrestles with an agenda of budget cuts, the "shelf life" of our children and the families who must be there to support them is expiring. Because the cycle of intergenerational illiteracy needs to be addressed in a community context, we should focus the growing interest in family literacy in a direction which will allow for the development of broad-based family literacy collaborations at the community level.

At present, more than 33 million people, including 13 million children are poor as a result of economic recession, structural changes in the economy, stagnated wages and federal tax and budget policies. It is estimated that one out of five American children are living in poverty, including one of four children under the age of six.

Poverty poses a risk factor for malnutrition, child abuse, educational disability, low achievement, increased school drop-out rates and crime. These facts are compounded by the dramatic evolution in family life. Changes in family structure due to high rates of divorce, separation, and teenage pregnancy, present new challenges to those who work with families. The majority of women workers are in the labor force during their childbearing years. An increasing number of working and single parents must maintain their preschool children in some kind of child care facility which may be inadequate or makeshift. As these children get older, many become latchkey children who must fend for themselves on the streets or are left home alone. When the parent does return, children often find themselves in a non-supportive atmosphere were neither nutritional nor emotional needs are met by a parent barely able to cope with their own problems.

For most " at risk " adults and children, survival is the most critical need which they face on a daily basis. Lack of adequate food, housing and counseling services have locked many into a cycle of hopelessness and poverty. Parents need information on

health care, employment, parenting, and substance abuse counseling. However, without the educational skills to understand and process this information, many adults will never break this cycle. These parents need to improve their basic and functional skills in order to meet their own individual goals as family members, parents, consumers and citizens.

Among the most successful family literacy programs based in public libraries are those which work in collaboration with other community agencies. These libraries serve as community centers to train and educate parents and caregivers; family literacy programs provide important information on nutrition, health care, and good parenting techniques. They are frequently successful because they include the parents in the program design thus building ownership in the program.

Characteristics of family literacy programs:

1. programs target individuals who are family members in need of basic skills.

2. The program design is conceptualized around the needs of the individual as part of a family unit, thus it includes information such as parenting, handling stress, money management, children's schooling etc.

3. They are developed based on a community needs assessment and increasingly reflect a collaboration based on the complex nature of how families work; therefore programs necessitate

forming partnerships between those providing services to adults and as well as to children.

4. Literacy, pre-literacy and developmentally appropriate activities appropriate for children are frequently included as a program component.

Among the Barriers or Challenges:

1. Many programs are run on a "trial and error " basis; they are frequently service oriented, experimental and developed more on the instinct that it is a "good idea" rather than from a research base .

2. Programs respond to the different mandates of the sponsoring organization which makes it difficult to classify them. Programs look very different from one another.

3. The lack of adequate transportation for adults and child care for those children not participating in the program.

4. There is a lack of appropriate curricula and materials

5. There is a lack of expertise to evaluate programs

6. There are significant issues around recruitment and retention, e.g adults are not used to bringing their children with them to particpate in educational activities. Families often move frequently within the community or out of the program area.

7. The staffing varies for each program and may involve librarians, early childhood specialists, adult basic education teachers, family support professionals etc.

8. Immigration patterns and differences in language in our increasingly multicultural society pose problems for program design.

Resources

In the past fiscal year, the Massachusetts Board of Library Commissioners has used Library Services and Construction Act funds to enable our libraries to develop collaborations which coordinate with adult education, early childhood, family service providers and local schools. This year three public libraries received LSCA Title I funding as an outgrowth of a statewide initiative called Community Collaborations for Family Literacy. An additional nine communities also received LSCA funding to implement a family literacy program which included some form of adult literacy instruction, parenting, early childhood education, shared parent/child activities and book ownership.

I urge members of the Commission to examine the evaluation of the Massachusetts Community Collaborations for Family Literacy programs, the California State Library's "Families for Literacy Program" as well as those projects funded under the ALA-Bell-Atlantic Family Literacy Initiative as possible models for replication. There is a great deal of valuable information already available on what works and what is successful. California has a substantial evaluation of its program and this should be used as a guideline for any program development.

In the past several years, LSCA Title VI monies administered by the Office of Educational Research and Improvement in Washington, D.C. have been used to fund family literacy programs nationwide provided the program included a significant adult education component. I am concerned that this valuable discretionary literacy program has been earmarked for defunding under the current administrative budget. These funds should be restored in the budget and language should be included which encourages the implementation of family literacy programs.

Other federal resources have included the Even Start Program, now entering its fifth year. It has become the Even Start Family Literacy Program and is a State Grant program under the Elementary and Secondary Education Act of 1965. Individual states target services to both parents and their children from birth to age eight. Any new initiatives being considered should be coordinated with EVEN START, HEAD START and other federally funded programs.

Head Start has acknowledged the important role of an educated parent in the success of each child. However, up to now, Head Start programs have only been indirectly working on parent education. With new attention being paid to the importance of family literacy, it is therefore imperative to promote coordination of all potential program efforts into one collective community strategy. By effectively identifying the appropriate role of each community agency. It is also important to acknowledge the complexity of these programs and that program criteria should be

outlined based on the experience of successful programs.

Proposed Recommendations

Because of the emerging nature of family literacy, it is imperative that policy decisions reflect a collaboration of state and local agencies with the knowledge and expertise of this complicated new discipline. This work should be coordinated by an agency which has a knowledge and understanding of the diverse nature of the delivery system and the target groups involved.
I believe the state library administrative agencies are in the best position to provide the leadership and experience in working to develop these programs. Again I would like to cite the experience of the California State Library which has provided the all important training in developing these programs. The technical assistance provided within a state can make the critical difference in the success of any new undertaking.

Other recommendations include:

1. We should increase efforts at coordination and collaboration; limited resources demand a need for greater coordination among those serving families.

2. We should encourage partnerships especially between the public and private sector.

3. We must specifically focus efforts on women in poverty including minorities, teenage mothers and single heads of house-

hold. Research has shown that investment in the education of women yields multiple results. As the need for more highly educated workers grows, the labor force will need women with higher level skills who as parents are the most important factor in the success of their children regardless of gender.

4. It is important to provide stable, long term funding; programs must have multi-year funding in order to become established.

5. There is a need to promote improved program design and evaluation

6. These family literacy programs should reflect the specific needs of bi-cultural or multicultural participants and must involve parents in the planning and design of the program.

In closing, family support and involvement is important to the success of any new proposed programs and services. Family programs are complex and must be developed in concert with other community agencies serving the same population. Libraries can be effective partners in family literacy and collaboration with other agencies, but they must be provided with funds for training. Finally, the state library administrative agencies are closer to the community and can provide leadership, technical assistance and training.

BEST COPY AVAILABLE

TESTIMONY BEFORE THE NATIONAL COMMISSION
ON LIBRARIES AND INFORMATION SCIENCE

MAY 4, 1993

STATEMENT OF JOAN RESS REEVES

Past Chair, White House Conference on Library and Information Services Taskforce (WHCLIST)
Past Chair, RI Coalition of Library Advocates (COLA)
Member, American Library Association Committee on Legislation

I am Joan Ress Reeves of Providence, RI. I'm not a librarian. I'm a layperson who loves libraries, and I've spent most of the past fifteen years working as a volunteer to support them.

I do that largely because of the National Commission! NCLIS ran the 1979 and 1991 White House Conferences, to which I was a delegate. Those Conferences convinced me that by working for libraries I could contribute to an institution that makes a difference in the survival and the quality of life of our citizens. I was a lay delegate to, and eventually Chair of, WHCLIST, the White House Conference on Library and Information Services Taskforce, which the first White House Conference established to monitor Conference resolutions.

WHCLIST, following another resolution of the 1979 Conference, helped achieve authorization and funding for the second White House Conference, held in 1991. Since then, a second generation of WHCLIST delegates has become an enthusiastic, active new cadre of volunteer leadership for support of Conference recommendations and library issues nationwide.

The White House Conference process and the awareness and excitement that followed from it gave me and hundreds of other volunteers--Friends and trustees--the enthusiasm and the structure to help libraries. As WHCLIST meets, year after year, in different parts of the country, we share experiences, we learn from each other, we energize each other.

Now we're working to help implement the recommendations of the 1991 Conference, whose top priority was the Omnibus Children and Youth Literacy Initiative.

We in Rhode Island are positively puffed up with pride that our Representative Jack Reed has proposed the Elementary and Secondary School Library Media act in the House (H.R. 1151). This is the first step toward improving our nation's school libraries, which are generally in a dismal state.

Should federal funds go to school libraries? I think they should, because I believe that it is a national responsibility to make sure that there is at least a minimum standard throughout the country for school libraries. We talk about the "haves" and "have nots"; it's poor economy to deprive our kids of the wealth of education and information they could get in their school library media centers.

If you think education is expensive, the bumper sticker says, try ignorance. If you think school libraries are expensive, try illiteracy.

Literacy programs are even zeroed out in the present Administration's budget for the Library Services and Construction Act.

Let me tell you a couple of stories about literacy. We have a superb family-literacy center in Providence called Dorcas Place. It's a nonprofit agency, threatened with budget cuts from the state. The agency works closely with the Providence Public Library. A student wrote this letter:

"...I go to school at Dorcas Place now. But before I came here I was a robber, a cheat, a prostitute and every other thing you could think of to break the law. I did these because I had no other way to survive. I spent a long time in the prisons so it cost money for you to lock me up. It has always cost the citizens. They were the victims. Victims of ignorance. Thank God for Dorcas Place. They are showing me another way to make a living. They are giving me the education I need to be a productive member of society. I have never sat down and written a letter to anyone asking anyone for anything. I always took what I wanted. The most important thing in my life today is to be a positive role model for my children. So I beg of you to give us a chance. My life and my children's lives depend on it...."

Let me tell you another story. My predecessor as Chair of WHCLIST was Mary Kit Dunn, of Greensboro, North Carolina. Ms. Dunn, a member of her Friends of the Library group, founded an outstanding literacy program in Greensboro, called the Community of Readers, supported by a coalition of all sectors of the community: individuals, corporations, the media, unions, libraries, schools and colleges, the Junior League, community agencies, and others.

Ms. Dunn tells the story of the young boy who wanted to learn to use the computer in the library. A staff-development grant had been awarded to the library as part of the literacy program. A librarian who had received training under the grant invited the boy to do his homework at the library--and then learn to use the computer (not for Nintendo). After several weeks, the boy started to bring his friends along. They now have a computer club that meets weekly--after the boys do their homework in the library. (When they need guidance with their homework and their reading, of course, a librarian is available.)

The Community of Readers also sponsors monthly parenting programs in the library for mothers under 18. While the mothers attend, their children participate in pre-school story hours.

Ms. Dunn received an award from the American Library Trustee Association for her work on the Greensboro literacy program. Many people like me have learned from her experience.

My inspiration for volunteering for libraries isn't only the National Commission. It's my library: the Rochambeau Branch of the Providence Public Library, of which I was a trustee for several years. I grew up in Rochambeau. From the time I was three years old, my mother would walk me up the block to the library at least once a week. I will never forget the joy, all through my childhood, of browsing through the shelves, taking out any book that looked appealing, and knowing that, when I got home and started reading, I'd be immersed in a whole other world, in an exciting story I wished would never end. But end it did--and then I'd start a new book and a enter a new world. When I was in Rochambeau last week, that special musty smell you find only in a library again evoked those childhood joys for me.

The late Kate Simon, who was a wonderful travel writer, in her memoir, Bronx Primitive: Portraits in a Childhood, recalls her local library. "The library," she writes, "which made me my own absolutely special and private person with a card that belonged to no one but me, offered hundreds of books, all mine and no tests on them, a brighter, more generous school than P.S. 59." I know what she meant.

When I go to my library, I see young children using the computer, finding reference materials for their schoolwork, or just browsing as I used to do. There's a woman getting her Master's degree in Library Science from the University of Rhode Island. She's going to be a children's librarian (they are in desperately short supply, because of painfully low salaries), and she says she owes it all to the Rochambeau Branch, where our children's librarian has been an important mentor to her.

But the bad news is that state and local budget cuts have forced my library branch to close on Sundays and most morning hours. That's bad enough, but not half as bad as the "small" branches, which are in poor neighborhoods. They're closed all but one evening a week, all but one morning, and every Saturday and Sunday. What about the schoolchildren? What kind of access are we providing in this democracy, in which all people, of all backgrounds and ages and economic circumstances should be entitled to equal access to information?

Rhode Island has been especially hard hit by the recession. The splendid legislation that COLA helped pass in 1989 would fund, by the year 2000, 25 per cent of the operating budgets of public libraries and 100 per cent of the cost of a statewide reference resource center at the Providence Public central library. When the legislation was passed, the state's grant-in-aid to public libraries was about 7 per cent. Because of the recession, it is now about 2 per cent.

And who suffers the most from these cuts? The very people who need libraries most, students who could pull themselves out of poverty through learning, kids whose futures might depend on the education, information, and recreation a library provides free.

The bad news is that, across the country, libraries are disastrously underfunded. The good news is that they manage to function on a shoestring. (As someone said recently, librarians are

rewarded for efficient management with deeper and deeper budget cuts.)

The other piece of good news is that all those wondrous technological developments we thought were only a pipe dream are here. They're happening. Now.

96 per cent of Rhode Islanders are linked electronically through CLAN (Cooperating Libraries Automated Network). My CLAN card entitles me--and any child--to borrow and return books anywhere in the system.

Those libraries that can't yet afford to belong to CLAN can be part of the system with the endearing acronym QUAHOG (very Rhode Island), which stands for QUick Access to HOldinGs. That's a CD ROM (Compact Disk Read Only Memory) system, which doesn't allow for changes, but lets you know which libraries have what materials, and is updated every year or so.

There's more, and better. Recently, the Public Utilities Commission of Rhode Island mandated that the New England Telephone Company provide a free computer connection and free telephone line, with no use charges, through 1995 to every publicly funded school, academic, and public library in the state. That means that our kids can be connected through libraries to the Internet, an electronic highway that gives everyone access to global information services on topics ranging from research subjects to fly fishing. Kids can even communicate with other kids around the world.

Better and better. Through those same lines, the Department of State Library Services is creating what is called an Ocean State FreeNet, affiliated with the National Public Telecomputing Network, which will give Rhode Islanders free computer access to information that is important in their lives. Rhode Island is the first state to have this capability. Again through our libraries, everyone will have access to state and local government information, and information on library services, health care, social services, education, technology, recreation--you name it.

The joys of all this technological development are, as Barbara Weaver, the Director of RI's Department of State Library Services, points out, that it doesn't matter where you are, in Little Compton on the East Bay, or Cross' Mills in the southern part of the state; you can get information shared statewide. "We can smooth out the bumps," she said, "between rich and poor, between city and town." At the same time, because all this information will already be available to everyone electronically, local libraries can tailor their own materials and services to their own local needs--whether they be reference books for teen-agers or pre-school story hours--whatever the community needs.

What an incredible way to stretch scarce dollars and provide a treasure chest of library and information services to all our children and young people!

Thank you for letting me tell you how I feel about Library and Information Services for Children and Youth.

BRUCE SUNDLUN, *Governor*
BARBARA F. WEAVER, *Director*

Library Services

RHODE ISLAND DEPARTMENT OF STATE LIBRARY SERVICES

300 Richmond Street, Providence, R.I. 02902-4222 Tel. (401) 277-2726 (voice/TDD)
Internet: DSL. Rhilinet. Gov Fax (401) 831-1131

May 1993

The Department of State Library Services, in cooperation with TechAccess of RI is engaged in creating an **Ocean State FreeNet** to provide Rhode Islanders with free direct computer access to information that has a direct bearing on their lives.

What is this all about? A FreeNet is the extension into the computer age of the principle that created the free public library. It is a computer network that electronically links people and institutions with each other and with the wider universe of information locally and around the world. Accessible with the simplest and least expensive computer technology, a FreeNet's electronic doors are open to all regardless of socioeconomic situation or disability.

Based upon technology developed at Wayne State University in Cleveland and currently in use in thirteen cities in the US, Canada and New Zealand, the Ocean State FreeNet will provide every Rhode Islander with free access to a worldwide wealth of information resources and communications capabilities. Users experience the FreeNet as an electronic city. Through a personal computer or terminal, anyone can tour the city, stopping for information at the various buildings, as illustrated in the enclosed menu of the Cleveland FreeNet, in operation since 1986.

The Department of State Library Services has been operating something we call the Library of Rhode Island (LORI), a FreeNet-like network for Rhode Island's libraries since January, 1993. LORI includes electronic mail, electronic bulletin boards, and access to a multitude of library catalogs and other information resources. LORI will be the library building in our FreeNet electronic city.

Currently accessible through the Rhode Island Library Network's more than 150 member libraries, the library building houses:

*The State Library's RI Legislative Bill tracking file.
*electronic mail
*a user friendly Internet gateway
*the catalog of the five RI college and university libraries in the HELIN consortium,
*catalogs of hundreds of other libraries around the world
*the catalog of the 35 public libraries of CLAN,
*news and weather services, and
*bulletin boards for library-related special interest groups.

We hope to add soon such items as:

*full text of -- RI General Laws, Constitution, etc.
*directory of RI library services,
*directory of literacy resources in Rhode Island,
*directory of RI government offices and agencies,

As the FreeNet expands, some of these functions will move to newly constructed buildings of their own, such as an electronic statehouse for the bill tracking file and state laws, a schoolhouse for the literacy resources director, a hospital for health-related files.

We feel it is time to extend LORI to the people of Rhode Island by growing it into the Ocean State FreeNet. We have signed an agreement with the National Public Telecomputing Network to become an affiliate, and have committed the Department to providing staff, space, and some equipment and software to get the Ocean State FreeNet off the ground. We will need to upgrade our computer capability and our telecommunications capacity, but equally important, we must expand both our local information resources base and our user base in order to make the effort a statewide community based one.

This is only a brief summary of the FreeNet's potential. To find out more, ask us to lend you NPTN's 15 minute videotape, which describes in more detail the kind of impact a FreeNet can have on a community, using NPTN's affiliate in Peoria, Illinois (a city about the size of Providence) as an example. Upon request, we can also provide a real-time demonstration of LORI and the Cleveland FreeNet, to show actual information available right now.

LIBRARY OF RHODE ISLAND

The Library of Rhode Island is a virtual library, the sum total of the immense diversity and depth represented by the collections and skills embodied in the nearly 600 libraries of Rhode Island. A virtual library is not a structure, not a single building, or a single library collection, not even a single administration, but an infrastructure that interconnects the collections, staff, missions, and interests of the state's libraries.

Computers and telecommunications technology are a major part of the virtual library infrastructure; delivery service is another. Electronics make it possible for each library to be a door to the virtual library. With the help of a local trained librarian, users can locate the resources they seek, or enter the virtual library using their personal computer at home or at work.

On those occasions when someone needs materials that no Rhode Island library can provide, the virtual library itself is also a door, to libraries in the rest of the world, locating needed titles via electronic databases and obtaining materials through interlibrary loan or duplication services.

Hard copy materials, such as books, magazines, journal articles, videocassettes, and talking books that are not readily at hand on the local library's shelves arrive within days through the statewide delivery system or by telefacsimile transmission. If that's not quick enough, the local librarian, having located the needed material, can refer the user to the appropriate location.

Through the virtual library, Rhode Islanders, including those with special needs, have access to a wide variety of library resources in many formats. Foreign language materials, literacy and English-as-a-Second-Language learning and teaching materials, talking books, Braille and large print for the visually impaired, and professional assistance in their use is available from any library location.

State government has primary responsibility for providing the infrastructure for this virtual library, while individual communities, academic institutions, schools, and other organizations are responsible for tailoring their local resources and facilities to local needs and institutional missions. Staff are available at the state level with the expertise to maintain the technical and physical infrastructure, ensure access to information and library resources, increase public awareness of these resources, provide referral service, and maintain quality control. Local libraries have incentives to participate in the virtual library and assistance in maintaining high-quality facilities and services.

Statement of

Susan Rosenzweig
Consultant

on behalf of the

American Library Association

before the

National Commission on Libraries and Information Science

on the
Omnibus Children and Youth Literacy Initiative
resulting from the July 1991
White House Conference on Library and Information Services

Boston Public Library
May 4, 1993

I am Susan Rosenzweig, an adjunct professor at the University of Rhode Island Graduate School of Library and Information Studies and an independent consultant. I am appearing today on behalf of the American Library Association, a nonprofit educational organization of 55,000 librarians, library trustees, and other friends of libraries. I am a member of the ALA Legislation Committee and a past board member of the Young Adult Library Services Association. I appreciate the opportunity to appear before the National Commission on Libraries and Information Science.

My remarks this afternoon will focus on a few of the priority recommendations of the Omnibus Children and Youth Literacy Initiative and will reflect my eight years of experience as the Director of Information Services at the Center for Early Adolescence, at the University of North Carolina at Chapel Hill. The Center was founded in 1978 to promote the healthy growth and development of our nation's 10- to 15-year-olds.

I would like to frame my remarks by posing the following questions and hopefully, providing some answers to them:

WHY FOCUS ON THIS PARTICULAR AGE GROUP?
WHAT PART CAN LIBRARIES PLAY IN RESPONDING TO THE NEEDS OF YOUNG ADOLESCENTS?
WHAT ARE THE BARRIERS TO PROVIDING NEEDED SERVICES?
WHAT IS THE FEDERAL GOVERNMENT'S ROLE IN SUPPORTING LIBRARY, INFORMATION SERVICES, AND LITERACY PROGRAMS FOR CHILDREN AND YOUTH?

Libraries need to provide a continuum of services that span all ages of the population, from infants to the elderly, but adolescents represent the most vulnerable, overlooked, underserved, underfunded, and at-risk age group. Young adolescents are at a critical juncture in their development. They are experiencing dramatic physical, cognitive, and socioemotional changes in an incredibly brief time span, and need support from their schools, communities, and families in order to negotiate this period successfully on their way to becoming the productive adults our society needs and desires. We tend not to see them as a coherent age group with unique characteristics and needs. In public libraries, for example, they have one foot in the children's department and one foot in the young adult or adult sections. In schools there are 34 different organizational configurations that include the 10- to 15-year-old age group. Adults are often at a loss when trying to determine how to serve them most effectively.

In addition, dramatic changes in families, the labor force, and the economy are changing the context in which young people are growing up. Many are separated from the range of caring adult relationships that are so important for successfully moving from adolescence to adulthood. Too old for babysitters and too young for jobs, young adolescents find themselves isolated and bored at a time when they should have a broad array of opportunities to develop their emerging talents and interests. Young people often feel

disconnected from the mainstream of society and confused as they face unprecedented choices regarding who they are and who they might become.

We are beginning to witness the frightening results of young people who feel unconnected to the communities in which they live. We see it in increased violence in the schools; in children walking around armed with guns and knives; and in increased rates of sexually-transmitted diseases, homicide, and suicide.

Children and youth who are living in poverty, an increasing proportion of the population and mostly minorities, are particularly vulnerable because they are more likely than other young people to lack grade-level literacy skills and are more likely to be held back a grade, and ultimately to drop out of school. Academic failure is related to early sexual activity, teen pregnancy, alcohol and drug abuse and juvenile delinquency. 85% of juveniles who appear in court are unable to read.[1]

When we talk about problems of literacy, and programs to combat illiteracy the context is always in terms of adults. But by attending to the literacy needs of young adolescents we reduce the problem of adult illiteracy.

Let me assure you that youth literacy problems are serious. One million teenagers between 12 and 17 cannot read above a third grade level. [2] Forty percent of 13-year-olds do not have the literacy skills necessary for school and future success.[3] You may think that they have four more years in school to correct this deficit, but this is not the case. Typically, it is around the 4th grade that students make the transition from "learning to read" to "reading to learn." As a result, many schools cease to teach reading as a subject after 4th grade. By fifth grade, students are expected to read their content-area texts in social studies, language arts, and science. Students who have not yet made the transition experience one failure after another, often resulting in dropping out of school. The decision to drop out is made during the middle-school years, between the ages of 10 and 15, by which time students who have experienced repeated failure in school give up on the educational process.

We know a lot about what it takes to help young adolescents with literacy needs as a result of research begun at the Center for Early Adolescence in 1985. We know that better readers read more - to quote a 7th grader in a New Orleans summer program "The more I read the better I get". Sounds simple doesn't it? But in order to read more, children need access to books, lots of books, and magazines, and newspapers -
fiction that appeals to them, non-fiction that is up-to-date and on subjects that interest them. Many young people live in homes filled with reading materials. But for others, buying a book or even a newspaper, represents an unattainable luxury, way down on the list of priorities after shelter, clothing, and food. That's an easy one to solve you might say - use the public or school library. But you have already heard from the speakers who have testified before me about the state of school libraries and the state of young adult services in the public libraries - insufficient budget and staffing, and lack of young adult specialists.

In addition, lack of access is the operative phrase in many poor communities where small branch libraries have closed or drastically reduced hours as a result of shrinking budgets. Even when there is a library in the community, in urban areas where substantial numbers of immigrant, non-English speaking, and minority populations live, often the residents are not library users.

I had an experience that brought home to me just how serious the problem is. I was tutoring a 15-year-old boy of Mexican descent in South Providence. I wanted him to get a library card. The student's parents spoke no English, and a parent has to accompany anyone under 18 to the library for a card to be issued. So I arranged to take his mother also. The student was very excited about getting a library card and asked all kinds of questions: "How hard is it to get a library card?" "Does it cost any money?" When I explained how easy it was to get a card, and that it was free, he asked if his sister could come too. It became a family excursion. We went to a branch where there was a Spanish-speaking staff person to help. The student's mother was directed to books in Spanish where, for the first time, she was able to obtain books she could read to her son. In addition, the library is across the street from Dorcas Place, a model literacy program. The library had flyers in Spanish advertising English classes for Spanish-speaking parents.

Now, both the library and Dorcas Place were in walking distance of this family's home - rich resources that are sitting in their backyard and that they weren't aware of. I am certain that this is not an isolated incident - what is needed, and what libraries cannot do because of limited funding and limited staff time, is provide outreach to get the services to those who need them most.

I hope by now that I have answered the first question I posed at the beginning of my remarks "Why focus on 10- to 15-year-olds?" and have conveyed to you a sense of urgency about attending to this segment of the population. I have only partially answered the next question: "What part can libraries play in responding to the needs of young adolescents," so I would like to spend a few minutes elaborating on this.

When I talked earlier about the need for positive contacts with adults I see librarians as those who can help respond to this need. Librarians help young people with informational and recreational needs. They guide young people to resources that answer questions about their health, newly developing bodies and minds, diverse interests and hobbies, cultural and gender concerns, and careers. Librarians instill in young adults an interest in and love for reading by using booktalking, storytelling, and other devices to encourage reading. Libraries connect young people to other community resources that provide recreational activities as well as help them in times of crisis.

An African proverb states that "It takes a whole village to raise a child." There is great wisdom in this and we would do well to pay attention to it. Libraries need to connect with and collaborate with other agencies in order to provide a 'safety net' for young adolescents in their communities. I have visited programs for young adolescents in all parts of

the country - and almost without exception, programs that serve disadvantaged or at-risk youth include a tutoring or academic component. Libraries are can link up with these programs, providing mutually beneficial services.

By fostering intergenerational programs libraries can help young adolescents connect to adults, while at the same time providing older citizens with an opportunity they seldom have anymore to interact with children.

Especially successful are oral history projects that bring old and young together together. In Mississippi, in the fourth poorest county in the United States, a local community agency sponsors a history project where 8th and 9th graders interview local elderly residents. The students have produced two anthologies documenting the history of Holmes County from a black perspective. One has been published as a book Minds Stayed On Freedom: The Civil Rights Struggle in the Rural South. To quote from the preface: "In order to know what we were doing we had to get background information. We studied interviews in other books, watched episodes of "Eyes on the Prize," examined local newspapers from 1954 to 1970 at the courthouse, and constructed a time line of civil rights events in the South and Holmes County." [4]

Unfortunately these collaborations are the exception rather than the rule. Why aren't more intergenerational, collaborative, and outreach programs occurring in the library? What are the major barriers to providing needed services?

1. Librarians need special training to serve adolescents effectively. The numbers of librarians who have this training are woefully inadequate;
2. Funding is inequitable and insufficient. Youth services receive a disproportionately small slice of an ever-decreasing budget pie;
3. Collaborations are difficult to achieve - forging and maintaining links with other youth-serving agencies take an enormous amount of time and energy which librarians, already stretched to the limit, do not have. Turf issues must be overcome on all sides. Where will the funding come from?;
4. Outreach activities require time and expertise, neither of which librarians possess; and,
5. Information about innovative and successful programs is not readily available. I am on the Outreach Committee of the Young Adult Library Services Association. We have spent two years trying to locate successful outreach programs for adolescents and have yet to find one.

From this laundry list you can probably guess where I see a role for the Federal government. The Clinton Administration's FY 1994 budget request eliminates all Higher Education Act library programs. Title II B of this Act funded the development of youth services librarians. I urge you to recommend not only reinstating the Higher Education Act, but increasing the appropriation over FY 1993.

The Federal Government should provide demonstration grants for services to young adults and for outreach services to at-risk youth. These demonstration grants should place a high priority on programs that are developed in partnership with other community youth-serving agencies. It doesn't take a tremendous amount of money to to start such programs - but youth-serving professionals need that carrot as an incentive to develop them

All legislation pertaining to youth-at-risk should have funds allocated for books and library materials that are selected in consultation with professional librarians.

Fund intergenerational programs that are provided collaboratively by libraries and senior citizen centers.

A research agenda is needed to document and evaluate library services to youth. And once this information is gathered, a method for disseminating the results must be developed. A publication for youth services librarians similar to Educational Programs That Work a collection of proven exemplary educational programs and practices published annually by the U.S. Department of Education is one way of getting the word out.

Thank you for allowing me the time to share this information with you. Library services are vital for enabling young people to become productive members of American society. Translating the recommendations of the Omnibus Children and Youth Literacy Initiative into Federal legislation with the corresponding appropriations is critical for achieving this goal.

Footnotes:

1. "CBO's: Reaching the Hardest to Teach." Business Council For Effective Literacy Newsletter. 1, no. 7 (April 1986), p.1.
2. "Cracking the Code: Language, Schooling, Literacy." Education Week. September, 1984.
3. National Assessment of Educational Progress. The Reading Report Card: Trends in Reading Over Four National Assessments, 1971-1984. Princeton, NJ: Educational Testing Service, 1985, p. 15.
4. Minds Stayed On Freedom: The Civil Rights Struggle in the rural South: An Oral History. By the youth of the Rural Organizing and CUltural Center. Boulder, CO: Westview Press, 1991.

STATEMENT: United Stated National Commission on Libraries and Information Science Boston Forum May 4-5, 1993: Children and Youth Services: Redefining the Federal Role for Libraries

FROM: Jack Short, Regional Vice President - New England States American Library Trustee Association

The fact that millions of Americans, young and old, cannot read newspapers, signs, labels, job applications, much less a book is highly disturbing to each of us. This fact is not new. The same conditions existed in 1976, when, as national president of the American Library Trustee Association, I established a national task force on literacy.

To an extent things have improved, but not much. Thus, I applaud the National Commission for this opportunity to redefine the federal role for libraries, particularly as it relates to children and youth services.

It is vital at a time of austerity budgets that the federal government assume a leadership role. That role, however, should not be all things to all people, but rather establish a priority of needs focusing on those most pertinent to the national interest.

Once a prioritized national needs list has been established, the individual states through categorical aid, (and I stress categorical) must be creative in translating federal funding into projects that can be replicated in the local area.

This is a key point. If the design of the original project is so unique and/or exotic, the odds are against other library groups developing similar programs. This being so, the original grant request should not be funded.

Over the years I have seen millions of tax dollars poured into some fascinating projects - ending when federal funding ended. This does not preclude experimentation, but, in total I would like federal support to focus on strengthening, deepening and shoring up our present public library and school media structure. The federal

government sets the national goals of greatest priority; implementation of specific projects must be strongly directed by those who know the local situation.

It is a national disgrace that most elementary schools in America do not have a professional media specialist. This is the very age when information skills can be developed very easily. This is the best time to introduce young students to information technology. A disturbing example! In Connecticut we have four rural towns, each with limited school population but each having a highly paid school superintendent. Yet, at the same moment, there is no funding for a media specialist at the elementary level. Another area of concern – As far as I know the U.S Department of Education has no office directly responsible for providing leadership to school library media programs across the nation.

I find many of the children's librarians in the public library uncomfortable when technology is discussed. We must as a nation direct our young people into that field. Students easily become comfortable when they find ready access and utilization of technology both at the school and public library.

Staff members must also become aware of the need for visual literacy. Often highly print oriented, the temptation for librarians has been to step away from television. We must show that rather than ignore or condemn it, we should embrace TV. Developing selective viewing habits will make it one more educational tool. New federal funding would be well spent exploring television and the Omnibus Children and Youth Literacy Initiative.

Over the past years I have become increasingly aware that some libraries have failed to relate to multi-ethnic populations in their communities. Do we take into account all minorities, not just the one most prominent in the community?

Many literacy related projects are fragmented or focused on a single individual. It seems that some exploration should be done on family literacy programs coordinated through the library.

In closing, having started as a library page some fifty years ago, I have experienced the highs of elation at what a great impact school and public libraries can make on their communities, and bewilderment when local communities fail to adequately support their school and public library.

However, over these years I have had the opportunity to speak to library groups in some thirty states and am impressed by the thousands of talented professionals I have met. I am impressed by the thousands of Friends of Libraries, library trustees and NCLIS Commissioners who volunteer and give us so much of their time. This is a bastion of support for all of us. It is a bastion with which we shall prevail. Thank you again for your leadership. Those volunteering time to NCLIS are part of what makes America's library scene so unique in terms of our Western civilization!

HARVARD UNIVERSITY
Graduate School of Education
Nichols House, Appian Way
Cambridge, Massachusetts 02138. U.S.A.

Yesha Y. Sivan
Tel: 617-495-9373
Fax: 617-495-9268
E-mail: SivanYE@HUGSE1.Harvard.EDU

- DRAFT -

Libraries - The Fuel Stations of the Knowledge Age

Tue, May 4, 1993

(Introduction)

- 1 - NCLIS Cover
- 2 - This Talk: Goal and Structure

(Vision of the Knowledge Age)

- 3 - Definition, Current and Future Signs
- 4 - Model Y
- 5 - Links in Model Y

(Libraries of the Knowledge Age)

- 6 - Facets of Fuel Stations
- 7 - Facets of Libraries
- 8 - Libraries of the Future

(A Realistic Federal Role in Education)

- 9 - Children in the U.S.
- 10 - Federal vs. Local Control
- 11 - Standards and Links in Model Y
- 12 - Standards? Where?
- 13 - Q&A

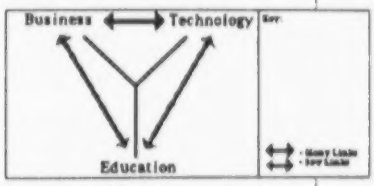
Libraries:
The Fuel Stations of the Knowledge Age

Presented by
Yesha Y. Sivan
Harvard Graduate School of Education

NCLIS Open Forum

May 4-5, 1993
Boston, Massachusetts

Links in Model Y



- Need for Links – Education needs Bus. & Tech.
- Need for Links – Bus. & Tech. need Education.

This Talk: Goal and Structure

Goal:
Propose some "brain storming" ideas about the roles and structure of libraries in the "knowledge age."

Structure:
- Introduction
- Vision of the Knowledge Age
- Libraries of the Knowledge Age
- A Realistic Federal Role in Education

Q&A

Facets of Fuel Stations

Product – Fuel, a refined form of energy.
Customers – People, organizations, etc.
Usage – Fun, education, work, etc.
Location – Easy to access.
Structure – All have the same structure.
Service – Both self-service and full-service.
Other tasks – Clean the window, check oil, small tune-ups.
Linked systems – Need roads and cars.
Cost – You pay for the service.

Definition, Current and Future Signs

Definition
Knowledge = Active Information

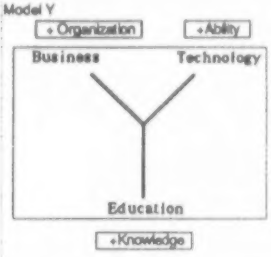
Current Signs
- MTV, CNN
- NINTENDO
- Electronic Money

Future Signs
- PIMs Personal Information Managers
- Individual newspapers
- Interactive cable on-demand

Facets of Libraries

Product – Information, a refined form on knowledge.
Customers – People, organizations, etc.
Usage – Fun, education, work, etc.
Location – Easy to access.
Structure – All have the same structure.
Service – Both self-service and full-service.
Other tasks – User profiles, special searchs, etc.
Linked systems – Need e-roads and computers.
Cost – You pay for the service.

Model Y



Libraries of the Future

Story:

What does it mean: (Partial list)
- Automatic notification about new materials.
- Format: file-able, edit-able, forward-able.
- Personal touch of someone you trust.
- International aspects.
- Overcome the complexities of domains.
- Changing nature of coding information.
- Issues of distribution.

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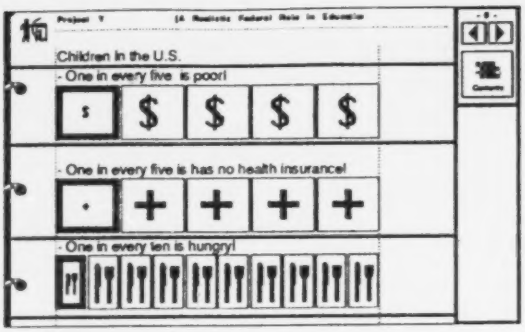
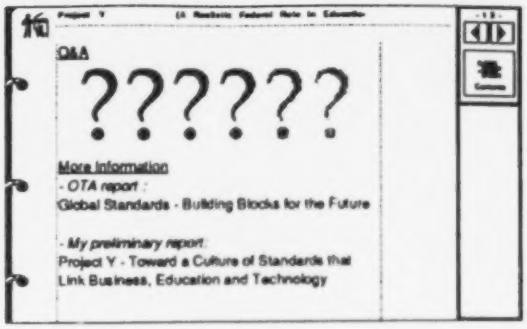
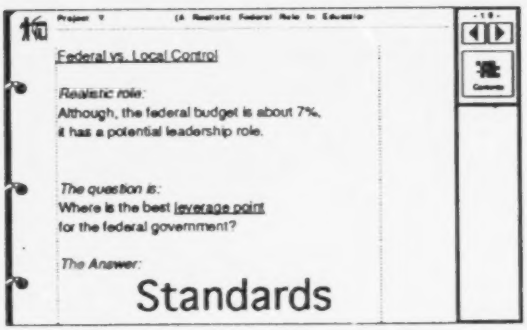
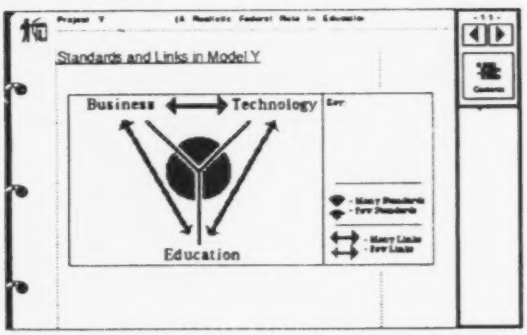
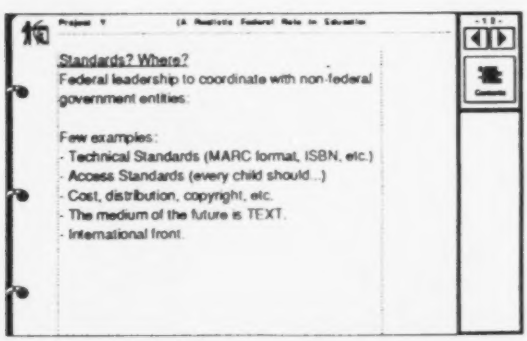



Q&A
??????
More information
- OTA report :
Global Standards - Building Blocks for the Future
- My preliminary report:
Project Y - Toward a Culture of Standards that Link Business, Education and Technology






Standards? Where?
Federal leadership to coordinate with non-federal government entities.
Few examples:
- Technical Standards (MARC format, ISBN, etc.)
- Access Standards (every child should...)
- Cost, distribution, copyright, etc.
- The medium of the future is TEXT.
- International front.

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Charles H. Marston
COMMISSIONER
Tel. 271-3144

Elizabeth M. Twomey
DEPUTY COMMISSIONER
Tel. 271-3145

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
State Office Park South
101 Pleasant Street
Concord, N.H. 03301
TDD Access: Relay NH 1-800-735-2964

May 4, 1993

Testimony before the
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
regarding the

OMNIBUS CHILDREN AND YOUTH LITERACY INITIATIVE

Mr. Chairman, Commissioners, my name is Susan Snider. I am here today representing the New Hampshire Department of Education where I serve as a curriculum supervisor for library media and technology services. Commissioner Charles Marston regrets that he is unable to be here today and he has asked that I express our appreciation for having this opportunity to voice the views of the Department in regard to the Omnibus Initiative.

The Omnibus Children and Youth Literacy Initiative is both important and timely. The fact that it emerged as the highest priority in the body of recommendations formulated at the 1991 White House Conference on Libraries and Information Science is significant. Research clearly indicates that by providing resources and programs which support the development of reading and lifelong learning, we are providing the best preventive medicine for adult illiteracy. We need both public library programs and school library media programs and it is our hope that all of the titles which encompass the Omnibus Initiative will result in legislative efforts. As you know, there is currently before the Congress a bill which would affect school library media collections and programs and implement much of the the School Library Media title of the Omnibus Initiative.

I am speaking about the Elementary and Secondary School Library Media Act introduced on January 28th in the Senate (S. 266) and on February 25th in the House (H.R. 1151). The passage of this Act would result in improved library media services by providing leadership and administering grants for collection development, innovative programs, and technology integration. Since Title II of ESEA was incorporated into block grants in the seventies and eighties, funding directed toward the improvement of library media collections and programs has greatly diminished. In New Hampshire, library media resources are funded primarily by local sources. Many of the schools in New Hampshire

are rural and quite small and require a greater per pupil expenditure for library media resources to establish even a base collection. Furthermore, many rural schools do not have timely access to strong public library collections. School districts may choose to use block grant monies provided through Chapter 2 of ESEA for library media materials, but because there are many other legitimate educational needs competing with the library media program, many school districts choose to use the money for other purposes. In New Hampshire FY 1991–92 approximately 10 percent of the block grant funding was used for library materials by approximately 20 percent of the school districts. During the past ten years the percentage of the block grant monies used for library media programs has varied between 10 and 15 percent. The use of the funds for computer education, on the other hand, has varied between 32 and 60 percent with, in the majority of the years, the percentage hovering around the 50 percent mark. This is not to negate the importance of computer education. Quite the contrary. The point is that there needs to be additional funding earmarked specifically for library media programs and resources — print, non-print and electronic resources and the technology necessary for their use. We need elementary school libraries filled with picture books, fiction, and current factual resources that meet the curriculum demands of the school as well as the developmental levels of the students. In the secondary schools we need information rich environments where students are able to access and use current and accurate information. Today, technology plays an important role in information delivery and use and must be considered a resource as well as a tool.

There is much evidence to support the need for better libraries and literacy environments. It is no secret that well stocked libraries are key to quality reading programs. Numerous studies have focused on the impact of school library media programs and academic achievement. A recent research study conducted by the Colorado Department of Education indicates that where library media centers are better funded, academic achievement is higher. Better funding for library media centers fosters academic achievement by providing students access to more varied and larger collections. Better funding can also provide more staff which is key to providing access to information from both within and without the four walls of the library.

It is our hope that the Commission will support the passage of the Elementary and Secondary School Library Media Act; however, we would like to suggest that it be amended: a) to expand the concept of collection development; and b) to include funding for state education agencies to provide staff development.

a) Within the Act, the establishment of the Elementary and Secondary School Library Media Resource Development Program earmarks funds for the *acquisition of resources.* We contend that it would be preferable to expand the concept of resource development to earmark

funds to provide *access to information and resources.* By doing so, it would allow districts to purchase equipment and technology needed to access information outside of the school, or to enter into partnerships with other libraries or library systems to provide better access to resources within the community, and allow for the acquisition of resources as well. Local districts have different needs depending on the level of the school, the size of the school, and the quality of the library program. Federal guidelines should be as flexible as possible to allow the local districts to make the best use of any funding provided.

b) The Act also establishes a School Library Media Specialist and Teacher Partnerships for Instructional Innovation Program and a Uses of Technology in the Classroom Program. In each program competitive grants are awarded to LEA's to fund projects. We would like to see the possibilities of these programs expanded to include entitlement money for SEAs to provide needed training and professional development to teachers and library media professionals in the areas targeted by the Act, – specifically, in resource-based learning and in technology integration. Retraining of library media specialists is crucial to responsible use of federal funds.

As provided in the Act, grants for the acquisition of school library media resources and for programs should be administered and approved by the state education agency. We at the New Hampshire Department of Education are in a strong position to accept funding for library collection development and programs for the following reasons:

1. Newly adopted Standards for School Approval require that each school have a written plan for the development and updating of the collection. This plan must be based on an analysis of the needs of the user population and the curriculum as well as an assessment of the strength and weaknesses of the present collection and resources available within the local community and beyond. School districts cannot afford to spend limited funds for expensive resources without careful planning. Federal funds should not be allowed to flow to the local education agency without assurance that they will be responsive to the needs of the school community.

2. Within the past four years the Department has provided staff development opportunities to school library media professionals and teachers in the areas of information skills integration, collaborative program planning and teaching, and resource-based learning. Publications in these topics have also been developed and desseminated. The Library Media Institute 1992, sponsored by the Department, the New Hampshire Educational Media Association, and

Plymouth State College focused on the selection, use, and integration of technology in providing access to information. The 1993 Institute's theme is collection development. It is evident that library media professionals in New Hampshire schools have had many opportunities to become knowledgeable about current practices in both education and library media and technology.

The Department is proud of the many gains that have been made in our library media centers. Clearly our school library programs and professionals support the Goals 2000: Educate America by providing needed resources, and by teaching students how to locate, evaluate, and use information. With funds made available through the Elementary and Secondary School Library Media Act, additional gains will be made for more students to have access to quality library media resources and programs.

FORUM ON LIBRARY AND INFORMATION SERVICES FOR CHILDREN AND YOUTH SPONSORED BY THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
BOSTON, MASS. MAY 4-5, 1993

My name is Ruth Toor. I am a school library media specialist at Southern Boulevard School in Chatham, New Jersey. I am also president of the American Association of School Librarians (AASL), a division of the American Library Association (ALA).

I am pleased to have the opportunity this morning to offer some personal observations of school library media centers as well as share with you specific recommendations endorsed by AASL.

In my travels this year as I have talked to library media specialists around the country and received many letters and phone calls, I have heard horror stories of

- Schools where the library media centers are being closed or certified professionals are being replaced by paraprofessionals, clerks, or volunteers;

- districts that are on an "austerity" budget with no money at all with which to buy library books;

- Schools that can't purchase encyclopedias, while theirs are so outdated that in many cases there is no mention of former President Bush nor even the eight years of President Reagan;

- library media centers that have had no budget increase in ten years, yet their school's enrollment has increased so that fewer (and more outdated) books must be shared by more children;

- library media center budgets that are shrinking, while costs of books and other materials are rising;

- library media specialists who are concerned that they can't update or upgrade their collections which still contain books such as The Miracle of Asbestos or Becoming a Secretary" A Good Job for Women.

Last fall the AASL Legislative Committee asked library media specialists to gather data on the age of their collections in conjunction with the introduction of the new bill to reauthorize ESEA and target it specifically to improve library collections. They needed statistics as to the age of school collections, expecting that many respondents would report the largest number of copyright dates in the 1960s during the years when ESEA funding was begun under President Johnson.

I am fortunate to have a very good collection, a good budget, a supportive principal and school administration, and I have tried to weed outdated books, so I expected that my collection would be pretty current.

I was surprised to find the largest part of my 8,500 nonfiction books or 39% were published between 1970 and 1979, with 23% copyrighted in the 1960s and 32% in the 1980s and 1990s. All together 68% of my nonfiction books dated from 1979 and earlier. (62% of my 7,400 fiction books also were from 1979 and before, with 38% published since 1980.) When I showed the results to my principal, he was surprised as well, and his comment was, "If this is your collection which has been lovingly nurtured over the years, what must other school collections be like?" I think that is a valid concern.

Unfortunately, many adults think of school library media centers in terms of what they experienced when they were in school, little realizing that the enormous changes that have taken place in our access to information through new technology have made library media centers a vital factor in educating students today. (I just had a conversation with an executive in a communications company who, upon learning what I did, said, "Oh, but you don't really work with students regularly." I quickly disabused him of that notion saying that I see every one of my 450 students almost daily and at least several times a week.)

As defined by Information Power (AASL/AECT, 1988) library media specialists have three overlapping roles - that of information specialist (administering the library media center), teacher, and instructional consultant (collaboratively planning with teachers and being involved in the development of school curriculum). We do resource based instruction, forming collaborative partnerships with teachers and helping students learn how to access, evaluate, use and communicate information from a variety of sources. We work with teachers doing whole language (teaching reading with library books instead of basal readers), and offer them ideas for ways to use these books including author studies, curriculum connections, etc. We are deeply involved in the restructuring movement.

AASL members have a vision, adopted by our Board of Directors:

> "In five years all schools will have library media specialists who are recognized as leaders in restructuring the total educational program, participating as active partners in the teaching/learning process, connecting learners with information and ideas, and preparing students for literacy and lifelong learning."

This vision allows us to make a commitment to the future and also to the Six Goals for the Year 2000.

Library media specialists all over the country are ready to help implement those vital national goals in a variety of ways (taken from

AASL's position paper (*Implementing National Goals for Education through School Library Media Programs*). They will:

- Work with parents, caregivers and other individuals and groups such as Head Start to provide materials and experiences to ensure Goal 1, **that all children will start school ready to learn.**

- plan with classroom teachers to match materials to students' learning styles in the noncompetitive atmosphere of the library media center as they pursue independent study projects and curricular units toward Goal 2, **increasing the high school graduation rate to at least 90%.** Students, whether they are special or at risk populations, who experience success in learning will stay in school until graduation.

- help students develop critical thinking and problem solving skills and learn how to use information in many formats effectively to meet Goal 3, **demonstrating competency in challenging subject matter as well as learning to be responsible citizens.** With the amount of information available through technological resources, its currency is extremely important, and the library media center generally has more up-to-date resources than the textbooks used in classrooms.

- ensure students' and teachers' access to advanced scientific and mathematical information and research using computers, multimedia presentations to teach concepts, and networks to broaden access to this specialized knowledge so that our students can attain Goal 4, **becoming first in the world in science and mathematical achievement.**

- encourage students to become avid readers of books both for assignments and for pleasure, introducing them and their families to the many types of materials available to respond to Goal 5, in which **every adult American will be literate and be able to compete in a global economy and exercise the rights and responsibilities of citizenship.**

- provide information on problems of our society including drugs as well as where to seek help through networks with community agencies, access to accurate information, and materials to help students develop moral and ethical values, thereby reaching Goal 6, which provides that **every school will be free of drugs and violence and have an environment conducive to learning**.

School library media centers can and must be an integral part of the achievement of these Six Goals for the Year 2000. To do this, however, they must be adequately funded an staffed by trained professionals who not only understand how to run the library media

center but also how to work collaboratively with classroom teachers and other members of the school's educational team. They must also have access to the latest resources and technology. (In too many cases, there is no school library media center, it is not professionally staffed, or it is inadequately funded.)

The Elementary and Secondary School Library Media Act, introduced by Senators Paul Simon and Paul Sarbanes and Representative jack Reed, contains immediate solutions to some of the most pressing needs of our school library media centers.

- First we want to reemphasize the need for the establishment of an office within the U.S. Department of Education specifically for school library media programs. **This office would provide leadership to the profession and linkages involving school library programs with other agencies.**

- Second, we want to reemphasize that the ESEA Act reestablishes categorical aid for school library media centers. **They are too important and too integral to all areas of learning in the schools to have to fight for a share of money allocated for other special educational groups.** It is almost criminal that, as I mentioned before, many school library media centers have not had significant infusions of money for materials

since the late 1960s. Outdated books which offer misinformation have no place on our shelves.

- Third, school library media centers do not exist in a vacuum. The information which they provide to students comes from a variety of places and sources, many of them outside the facility's immediate four walls. Present day technology through phone lines and modems can expand students' horizons and prepare them to adapt to changing technology. Yet we know that only 60% of school library media centers have a telephone. Therefore, the portion of the ESEA Act dealing with technology is very important. **The school library media center is the logical place to connect students with the outside world.**

The ESEA Act is not an end, but a beginning. It can start the process of renewing our school library media centers. It can help demonstrate that they are integral to the learning goals and outcomes of our schools. It is cost effective for them to be the information centers of those schools.

Legislation which deals with at-risk, special education and gifted students, legislation which deals with making schools safe and drug free, legislation which is targeted for the improvement of instruction in such areas as mathematics and science should <u>all</u> contain a title which targets materials for school library media centers.

In addition, legislation which deals with telecommunications should also consider how large an impact on the services which a school library media center can provide is made by the installation of something as basic as a telephone line at a reasonable cost.

Our children need to know that knowledge is power and access to information gives them power -- the power to succeed in an increasingly complex world.

AASL

ADDITIONAL COMMENTS AND RESPONSES
RUTH TOOR, PRESIDENT

After hearing the testimony of others at the NCLIS Open Forum, May 5, I would like to respond further to some of the questions raised by the Commissioners and statements made by other participants.

Many of the questions and concerns revolved around the issues of schools cooperating and working with public libraries. Although AASL does not have an official policy, the fact that we comfortably share an Executive Director and office space with the Young Adult Library Services Association (YALSA) is a clear indication that we believe in connection between the two types of libraries and their services.

The AASL Director of Professional Development is currently working on proposals for two projects, both of which would have school library media specialists and public librarians working together. One, called "Meeting in the Middle" was submitted to the HEA Title IIB, and the other, a cooperative program the AAAS and KCET-TV, has been submitted to the Annenberg Foundation.

On a more specific level, many states, such as New Jersey, which I mentioned earlier, and Illinois have regional library networks which include libraries of all types cooperatively borrowing and lending resources through interlibrary loan, fax, and other forms of electronic transmittal. Many states have electronic data bases with dial access for schools. These networks provide the physical

> "access to information and materials outside the library media center and the school building". . . "The availability of resources outside the school enhances the local collection but does not replace it. . . students and teachers will continue to need a well-selected building-level collection capable of satisfying a large percentage of the instructional resource needs." *Information Power: Guidelines for School Library Media Programs* (ALA and AECT, 1988)

American Association of School Librarians
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

207

In addition to resource sharing among different types of libraries, cooperative collection management plans in some school districts allow the purchase and sharing of materials in areas of curriculum specialization. In the Chicago suburbs three high schools divided up the purchase of expensive science materials since each had a different area of curricular strength. This project, through regional library system, was funded with LSCA Title III money.

Another concern I heard expressed was that schools should not have telecommunications equipment because it cannot be used on weekends and during the summer. Curriculum and instructional development continues to be influenced by technological advancements. Since school library media centers are an integral part of the school curriculum, it is logical that the technologies should be part of the school library program. The fact that school libraries may not be open on weekends or during the summer does not negate their value for the remaining nine months of the year when they are open to allow students and teachers to access information. My own school is open during the summer; it is staffed by someone from the public library who uses the school's collection and facilities. I also know of other schools who have similar arrangements with public libraries in their communities.

Collaboration between the school library media specialist and elements of the community at-large is an important component in the achievement of Goals 2000. For while it is critical that library media centers be present in the schools, resources must also be available in the community at-large. A recent report entitled, A Matter of Time: Risk and Opportunity in the Nonschool Hours (published by the Carnegie Foundation), includes recommendations for public policy changes necessary for community-based organizations to develop and offer enriching high-quality programs for young adults in non-school hours. Libraries must be a major component of policy development. Not only should students have access to a public library and other community agencies which provide enrichment opportunities, are safe and drug free, but the community must have access to the school library media center's resources as well. Family literacy programs and summer programs which use both public and school library media centers are important components in helping students be successful. Programs which link agencies and libraries should be encouraged.

Marcia Trotta
Meriden Public Library

U.S. National Commission on Libraries and Information Science
110 Vermont Avenue, N.W. Suite 820
Washington, D.C. 20005

Testimony in Support of the Omnibus Children and Youth Literacy Iniative

The Children and Youth Literacy Iniative represents a comprehensive plan for the prevention as well as the correction of illiteracy among our population. It represents a solution to many of the social issues of our times that are not only growing challenges to our cities, but part of the vicious circle of problems on which illiteracy feeds.

During my twenty years as a professional librarian, I have seen many changes that have necessitated changes in the ways that we provide library services. Differences in family structures and in economic stability have created pressures and psychological burdens that have not been there before. Too often, these adult burdens are transferred to children, thus taking away their childhood. Too many children are fearful, angry, withdrawn, and often lacking in the basic necessities of life. It follows that in situations where individuals are struggling with these life necessities, there is often a struggle with literacy. Children may be in situations in which literacy is not a priority, or their caregivers may also be illiterate. Research have proven that children who are not read to are at a disadvantage, and they, too, will have reading problems.

Libraries are in an ideal position to help families break through the cycle of illiteracy, as demonstrated in some key model programs across the country. The Children and Youth Literacy Iniative can be a tremendous force in helping other libraries adapt these programs, and develop new programs and techniques to

reach children. The Omnibus Bill itself is a model of innovation. It encourages cooperative partnerships among libraries, businesses, and social service agencies. Support of this iniative means that libraries and librarians will be encouraged to developed techniques and programs with these alliances in mind. These will help encourage literacy. Support of this iniative means that resources will be dedicated to this cause. Support for the training of librarians should also be included in this program, because of the new skills that are required.

In order for democracy to thrive. we must have an informed populace. We cannot have one if people are illiterate. The library has a social responsibility to be a part of the process of helping people achieve literacy. Properly funded, the libraries of the twenty-first century will be dynamic, culturally diverse catalysts that will help America .

Respectfully submitted,

Marcia Trotta

Marcia Trotta
Assistant Director
Meriden Public Library
105 Miller Street
Meriden, Ct. 06450
203 238-2344 x 23

CAMBRIDGE PUBLIC SCHOOLS

Mary Frances Zilonis, Ed. D.
Director of Educational Media Services

459 Broadway, Cambridge, Massachusetts 02138-4192
Telephone: (617) 349-6777
Fax: (617) 349-6897

June 13, 1993

Peter R. Young
Executive Director
United States National Commission on Libraries and Information Science
1110 Vermont Avenue, N.W.
Suite 820
Washington, D.C. 20005

Dear Mr. Young:

It was a pleasure to have the opportunity to meet you following the presentation of my remarks to the National Commission on May 5, 1993. I feel honored to have had the opportunity to address the National Commission, and I thank you for that invitation.

You asked me to send you a copy of my remarks. I am sending you the outline that I spoke from (which does not include *everything* I said) and a copy of the full transcript of my remarks with my handwritten clarifications. I hope this proves helpful to you.

I think you can gather from my remarks that I am very committed to public education and the role of the library media center in enabling children to become life-long learners. I think the school library media center can play a central role in reforming American public education. However, we need financial resources and public support to enable this to happen. We also need to educate the public so that they can have a better understanding of what is at stake.

I am pleased to see the Federal Government taking an active interest in this important area, and I am willing to help in whatever way I can. If I can be of any further assistance in attempting to clarify what the Federal role in public education should be, please do not hesitate to call.

Sincerely,

Mary Frances Zilonis

Mary Frances Zilonis, Ed. D.

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REMARKS--NATIONAL COMMISSION ON LIBRARIES AND INFORMATION--
MAY 5, 1993

1. Thanks

2. 24 years in public education

Review background--education and experience

B.S. in Elementary Education
M.Ed. in School Librarianship
Ed. D. Educational Media and Technology

Worked briefly as an elementary library media specialist.
Worked 12 years as a junior high/middle school lms.
Worked 4 years as a K-12 library media chairperson in a school district with 4,000 students.
Now in my eighth year as Director of Educational Media Services in the Cambridge, MA Public Schools
I am also, currently, an adjunct Professor at Simmons College Graduate School of Library and Information Science where I teach Emerging Technologies and the Library/Media Center and Organization and Management of School Library/Media Centers.

3. What should the Federal role in schools be?

4. Mission: The mission of the school library media program is to insure that students are effective users of information.

5. National Standards--Information Power

6. I am old enough to remember ESEA Title II and the good that it did. In essence, it enabled the establishment of school libraries.

Purchase of books and audiovisual equipment

In many instances that money was the last infusion of money school libraries have had.

Many outdated books are still on the shelves because there is nothing to replace them with.

In Mass. the majority of elem. schools have no school librarians. "Libraries" if they exist are warehouses of outdated collections.

The dismal state of school libraries in Massachusetts is outlined in Massachusetts Libraries: An Alliance for the Future--a study of the state of library service in Massachusetts commissioned by The Massachusetts Board of Library Commissioners and Federally Funded with L.S.C.A. Title I funds.

7. I believe the Federal Government has an important role to play.

In order to enable students to become effective users of information they have to have the opportunity to be exposed to the sources of information that exist and learn how to use them.

We need the tools to enable us to teach our students how to become information literate:

Books -- curriculum related and for pleasure reading

Technology--computers, on-line services (telephone lines), automation (currently using paper card catalogs), CD ROM, laser discs, etc.

Training for lms and teachers in how to use the technology

8. Teacher Training in Technology Grant (Federal Grant)

Whetted our appetite

9. **Library Power**--an initiative of the DeWitt Wallace-Reader's Digest Fund (private Foundation Grant)

Library Power Project Goals

A. Promote literacy and critical thinking
B. Provide flexible and effective access to school library media centers.
C. Ensure equity.
D. Develop school library media centers as the learning centers of the schools.

Library Power Project Components

A. Staffing patterns

A full-time library media specialist in every school library media center.

B. Schedule

1. A flexible schedule to allow access at point of need.
2. Collaborative planning between the classroom teacher

and the library media specialist.

3. Cooperative teaching between the classroom teacher and the library media specialist.

C. Staff Development

1. A train-the-trainers model so that library media specialists can be the leaders of change in their buildings and clearly know how this new model of library media center use should be implemented. They should be confident enough to do a lot of in-house training in their own schools.
2. Training for teachers, administrators, and parents, so that they will know how to use the library media center as a learning laboratory and why that is important.

D. Expansion of the Library Collections

1. $225,000 worth of new books over three years with specific linkage to the curriculum of the school for which they are purchased.
2. Development of a core reference collection in every school.
3. Special collection development in each school around a specific curriculum initiative.

E. Renovation, Restructuring, and Furnishing Sites

Each library media center is being evaluated and work will be done to enable each one to be attractive centers that will enable the goals of the library media center to be fulfilled.

F. Parent and Community Outreach

1. Parent and community involvement
2. Parent and child reading program

3. Outreach to disenfranchised and minority parents
4. Family literacy
5. Linkage with community agencies
6. Linkage with the Public Library

Expected Outcomes

1. There will be an observable change in people's attitudes and their perceptions about the use of the library media center.
2. Student's higher order thinking skills will be affected.
3. Student products will change.
4. Emphasis will be placed on the student's ability to access and utilize resources.
5. The student as learner, teacher as coach will be a more evident model.
6. Resource-based learning will be emphasized.
7. The student will be an active participant in his/her learning.
8. The availability of collections and resource sharing will broaden the student's horizons.

10. We know what we need in Cambridge. We need the financial resources to enable us to obtain books, technology, the services of full-time library media specialists, flexible scheduling, and staff development for teachers and library media specialists so that they will know how to successfully use the new resources.. Maybe not all school system's do know what they want and need--plans are necessary. Education is also necessary for those who do not know.

11. Children do not vote.

Only 1 in 4 taxpayers has a child attending the public schools.

The public at large has to be able to see their vested interest in the appropriate education of children.

We are preparing children for a new age -- we need new tools.

12. Change in the way we educate.

    Teacher as coach; student as worker.

    Less teacher talk.

    Active involvement of the learner in meaningful work.

    Development of broad thematic units

    Knowing how to find and use information are key.

    The process is as important as the product.

    We no longer can know everything -- we now need to know how to find it and use it.

    New ways to access and process the information.

    The library is a learning laboratory.

    Teaching life-long learning skills.

13. We are at a crossroads

The financial support of public education is not what it should be.

The last 12 years have been devestating

To prove that point, I can take you on a tour of the library media centers in Cambridge. We do a lot with what we have but we do not have what we need to do an excellent job.

We are never asked what we need in order to do an excellent job--instead we are put in a situtation where we are forced to "make do" with what society is willing to give us.

We as a nation have an important decision to make.

Will we invest in the future by investing in our children and their potential or will we continue to shrug our shoulders at the tremendous need for support we have in public education?

14. It is a serious economic issue. Will we be able to compete as a nation?

Latest Technology Available in Library for Students [1]

The renovations in the Saltmarsh library engulfed three former classrooms, added 3 new rooms, and incorporated an elevator. But the biggest change is the newest technology -- including a computer-based catalog/circulation system for all materials, and CD-ROMs for reference materials.

"This new library concept adds the use of computer information handling in improve the present capabilities of the centralized library," noted Academy trustee Leroy Noyes. "When these items are tied to the campus-wide network of computers were are currently constructing we'll have an outstanding educational tool."

The library's card catalogue system has been automated to facilitate everything from specific research projects to checking out a book with super market-like scanners.

(Pinkerton has a co-operative agreement with the Digital Equipment Company to build a contemporary computer network incorporating fibre-optic cable and the latest Digital equipment. Called the *Model School Program*, it will eventually encompass 13-buildings, several previously established LANs (local area network), and will eventually spread to every classroom, office and laboratory.)

"We had 55 port-drops for computers and printers built into the library," said Pinkerton computer director James Poirier. "A Digital VAX 4000 acts as a server for a local network featuring Digital Pathworks software.

"We also have a pool of 5-modems for outside data base searches, 9 simultaneously on-line CD-ROMs, numerous dot-matrix and laser printers, and eventually 4 banks of personal computers for student use."

A computerized reader's guide to periodic literature is available for magazines dating back to 1988. An automated card catalog facilitates book finding. A telecommunication network has access to over 190 ready data bases.

While the Pinkerton crew has come a long way, there are still major projects ahead. "But with plenty of good workers and the support of the trustees, our team will continue to move forward," said Hartikka.

In the works is the possibility of on-line CD-ROM's featuring articles from 70 periodicals for the last 5 years, and inter-library functions for loans and exchange of information.

Future plans also call for computer tie-ins with all local school and public libraries. "We have an ongoing commitment to local communities," said trustee Beth Duston, "and this is one way we can work toward that goal."

Duston also stressed that school libraries are not intended to finish when one graduates from high school. "A library should be available throughout a person's life. This is what Pinkerton wants to provide."

"The library is now a student's utopia for research," said Hartikka. "Data is accessible and fast to find." She noted that students can quickly access information from a centrally located set of standing-height computer terminals on such items as book selection, location, and availability.

The space as a whole is functional as well as beautiful," commented Academy Headmaster Bradford V. Ek. "I can't see how it could have come out much better."

1 Article appeared in *The Pinkerton Academy* ALUMNUS, Volume 15, Number 2, Fall 1992

Saltmarsh Library Reopens on October 3 to Rave Reviews [1]

An upbeat Homecoming Day ceremony in early October marked the reopening of Pinkerton Academy's Saltmarsh Library after nearly 5 months of renovations.

A large crowd of alumni, trustees, faculty members, and friends were on hand for a brief ceremony to mark the occasion, and to acknowledge the efforts of all of the contributors to the campus project.

Headmaster Bradford Ek '58, opened the ceremony. "We've accomplished a great deal in a little over a year, and all the technological advances that have taken place in the library are truly amazing."

He thanked the Digital Equipment Corporation and the Winnebago Corporation for their support and financial assistance in providing equipment and software for the project. Mr. Ek then recognized members of the library advisory committee for their specific contributions, including trustees Beth Duston and Leroy Noyes, Assistant Headmaster John Muller, Business Manager Charles Kachavos, Coordinator of Computer Services James Poirier, and librarians Sally Hartikka and Laura Burnham.

Library advisory committee chairperson Beth Duston concluded the ceremony with a brief history of the library and plans for the future. "Several years ago a committee member observed, 'I think the library of the future to be more electronic and we should consider that impact as opposed to adding bricks and mortar.' As luck would have it, at about the same time Digital came to the trustees, we agreed to become a *Model School*, and I attended a White House Conference on Libraries."

She noted that with the impact of these two new pieces of the puzzle, the library advisory committee was formed (which also included trustees Edward Bureau and William Newcomb, and faculty members Beth Hudson, and Richard Jaillet), quickly formed a vision and a goal, and the project started to move along quickly. "What you see here took only a year to complete."

She also acknowledged the contributions of Portsmouth-based architect Greg Schroeder, contractor Bonnet, Page and Stone, the school boards, administrators, school librarians and public librarians of the sending towns.

"We hope that you all are as pleased as we are," said Mrs. Duston as she invited the crowd to try out some of the new technology.

Visitor's Reactions

As the crowd began to explore the building, many commented on the finished product.

"It fits very nicely into the original landscape of the campus. It's probably the best school library that I've seen in a public high school -- anywhere," commented Hamptead school board member Jorge Mesa-Tejada. "I've been to many other libraries that are very functional, but this is incredible.

This library has taste. It invites you to study. It has little touches like the sunny area at the end of the library for casual reading, individual study areas, and the conference rooms," he added. "Students can come in a group or as individuals and still use all of the facilities. I think its great."

Trustee Leroy Noyes noted that students had been using the library for over

1 Ariticle appeared in *The Pinkerton Academy* ALUMNUS, Volume 15, Number 2, Fall 1992

a week before the official opening. "The kids really love it and they're using it. It's doing what we expected it to do.

He added, "one student said, 'Wow, it look's like a real library.' Another one, who was being given an orientation tour said, 'I was in the library only twice last year -- but I'll be back this afternoon.'"

Librarian Sally Hartikka commented, "The response for the project on a whole has been very positive, very favorable. We have a super facility.

Trustee Foster Ball '40 observed, "The lightness, airiness, and windows make a big contrast. The beautiful new carpeting and furniture also add tremendously to the library.

"It's spacious and well illuminated," commented Londonderry High School principal Edmond Thibodeau. "Modern technology has come to the library. It's great. You've done an excellent job."

1 Ariticle appeared in *The Pinkerton Academy* ALUMNUS, Volume 15, Number 2, Fall 1992

Educational Networking: Images from the Frontier

by Robert F. Tinker

Overview

Teachers and students of all ages, in all learning situations, should have easy and inexpensive access to electronic networks to share ideas, information, and expertise. Through electronic collaborations, they can learn about and contribute to issues that span the globe. Networking can open opportunities for students to learn about the world they will inherit; it gives them the skills, knowledge, language, and global outlook they will need in an increasingly interdependent world. Networking can help teachers make fundamental changes in the nature of learning; it provides resources that empower the learner and support the current education reform measures that rejects dyadic, teacher-centered instruction.

Some current demonstrations of networking emphasize the exciting possibilities that seem right out of science fiction—real-time, two-way video; access to supercomputers; and intelligent "agents" that roam the networks searching for the kind of information requested. In a few decades, these advanced applications will be widely available, promising wonderful new opportunities.

At TERC we are concerned that, out of fascination with such advanced technologies, educators will overlook the importance of simpler forms of network connectivity. Our first priority should be access to telecomputing, however modest, for *all* students and teachers. Universal access is a vital national priority and far more significant than providing esoteric, expensive network services to a few fortunate and gifted students. By containing the cost of the technology required by network resources, something of value may be offered to every teacher and student with the existing network infrastructure, perhaps by the turn of the century. This can have a huge effect on education for a very modest cost. The key to making this a reality is a combination of better software, more connectivity, and more appropriate material on the network.

Anyone who has used telecommunications software will appreciate the need for better software. Much of the available network software is unfriendly, idiosyncratic, and restricted. We need telecomputing software that is as easy to use and as ubiquitous as the FAX. With funding from the National Science Foundation, several approaches to advanced telecomputing software are being developed. TERC is developing "Alice," an integrated software application that emphasizes simplicity for beginners, use of the Internet, and the lowest possible telecommunications costs. We are very excited about Alice and hopeful that it will become widely available, but that is another story.

Assuming that we and others solve the software problem, we must still work to attract a critical number of users and interesting educational material to the networks. This is a chicken-and-egg problem; educators will flock to their computers when networks have resources that solve the problems teachers face. Similarly, educational agencies and companies will offer a rich array of resources over networks when there are enough teachers to constitute a market. But how can we start the process? How can we entice enough educators to become network users while at the same time entice enough suppliers to make education-oriented materials available on networks?

Some network enthusiasts maintain that with all the resources available on the Internet, all that is needed is to teach teachers how to "mine" it. The arguments are these: the Internet is such a rich source of material that educators will begin using it spontaneously; all this information as well as Internet telecommunications is free; we must simply train educators in how to use this fantastic resource and then stand back as use explodes.

This is unrealistic. Few teachers have time for "mining"; the resources need to be refined and delivered to the classroom. Free resources that prove to be valuable are quickly overwhelmed with interest; the rest are mediocre or worse. A similar dream of free software was touted as the natural accompaniment to microcomputers a decade ago. Most educators have discovered that free software is rarely useful in the classroom, for the same reasons. Good educational resources usually take time and money. Even if telecommunications were free, most educational applications would still require people at the other end of the wire. To reach a significant number of learners, these people will have to be paid, so most educational telecommunications applications will require a fee to cover the human costs (marketing, administration, distribution), not the technical ones.

Other soothsayers imagine that the network will replace the teacher or textbook. People who think in these terms are like so many who imagine new technologies simply doing what old technologies did, but better. When steam engines were first put on boats, they were used only for steaming out of the doldrums. No one thought that steam would revolutionize boats, permitting heavier, all-steel boats that relied entirely on steam and could go against the wind. The best use of technology is not to augment the old technology but to solve the basic problems in new ways. Similarly, the best use of network technology is not to patch up the discredited lecture-and-text format, but to permit totally new learning approaches.

The new approaches will come in the form of "educational network services." These services will not be recognizable as electronic versions of other materials such as electronic books, but will be,

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instead, solutions to classroom challenges, bringing meaningful collaboration into learning through various combinations of network communications, databases, software, student materials, hands-on activities, and other resources.

Network Services for Schools

It is important for educators to appreciate the tremendous potential for educational services. Because the network services will be a new breed of materials, it is useful to try to visualize more clearly what they might look like. In the following, I describe an exciting suite of possible network-mediated services. None of these requires technical breakthroughs, all can be implemented with a modest investment in development. The entire group of applications can be immediately available to all students with the existing Internet. If every student in the United States were engaged in one of these activities each day, less than five percent of the current Internet bandwidth would be required.

Student Investigations

The first group of network services supports one of the most important and undeveloped aspects of American education—fostering original and critical student thinking through collaborative investigations.

One powerful application of networking has students gather and share information over the network. The data gathering, sharing, and analysis process motivates student study of related science, mathematics, history, and social science as it improves communication skills. The data can be everything from astronomical observations to local archaeology, but environmental studies have provided the most studied and popular source to date. Students have shared data on watershed water quality, acid rain, ionizing radiation, radon, ultraviolet light levels, ozone, haze, and other environmental variables. The National Geographic Kids Network created at TERC involves annually more than a quarter-million students worldwide in environmental studies of this sort. The Global Rivers Environmental Education Network (GREEN), another large effort, engages students in water quality monitoring.

Schools represent a potential source of scientific data for long-term scientific monitoring studies. For example, TERC is currently setting up a network of schools measuring ground level UV and the thickness of the ozone layer. Systems of school-based earthquake monitors, weather stations, and observers providing ground truth data for satellite instruments all represent feasible and potentially valuable monitoring networks. Participation in these kinds of activities gives students unique opportunities to share in the excitement of real science while providing many reasons to learn specific subject matter.

Student opinion polls offer a stimulating and valuable way to learn. Dozens of interesting polls can be conducted by students on everything from AIDS awareness to generational zeitgeist. The best approach permits participating students to determine what will be polled, what questions to ask, and how to analyze the results. Surrounding curricular material can help students with the problems they will encounter in design, testing, mathematics, statistics, and sampling. The network can assist in finding collaborators, in mounting a national or global survey, and in sharing results.

The most valuable projects are the ones that students and teachers generate themselves. The network can have a number of mechanisms to encourage students to define and carry out collaborative projects of their choosing. One successful approach used at TERC sets up both structure and timetable, permitting each class in an electronic group of about ten classes to design a study on a common theme, such as trash. Each study requires input from the other classes; every class agrees in advance to conduct research for all other classes in the group. This way, each class gets to direct a study that uses data collected throughout the group.

Design challenges are also popular activities. Networks can be used to pose a competition that involves solving a design problem under a set of constraints. Dispersed groups of students collaborate in teams to construct the best design which is then either tested or submitted to a panel of experts for evaluation. One example is the popular "descent of a ball" problem developed in TERC's Star Schools project: using only limited materials, delay as long as possible the descent of a ball through one meter vertical distance. This turned out to be a fascinating problem that led to a variety of student studies.

Access to Experts

There are many sources of adult volunteer experts interested in helping schools—retirees, professional organizations, and businesses. Electronic networks provide an invaluable way to link volunteers to schools, teachers, and students by providing economical and timely communications that allow busy volunteers to contribute to education at convenient times. Through a network-based referral and follow-up service, students can be matched with those professionals having similar interests though the two parties might be in different parts of the world.

Being linked to actual scientific field expeditions such as a study of firewood in Ghana or an Amazon water pollution project is exciting for students. Expeditions not only inspire study, but provide opportunities for parallel local student projects which in turn make clear to students that they, too, can be scientists and can understand the process of science. In addition, the international nature of many expeditions support the learning of a foreign language.

Access to Information

Existing networks contain vast amounts of information that is of great value to students. The problem of being

overwhelmed by too much information is being addressed through the development of a number of intelligent search aids such as software that periodically searches the network for new information to match recent search criteria, creating a personalized electronic newspaper.

On-line library research services can supplement school libraries with limited resources and permit student research to reflect current events and recent developments. Services already available include news feeds from wire services and newspapers, college information, abstracts of current magazines and research journals, and medical information. Material of interest to teachers is also on-line, including educational news, research abstracts, meeting calendars, and grant opportunities.

Major scientific databases and image banks can be made available and searched over the network. Possibilities include ozone data from TOMS (total ozone mapping spectrometer), ecological data from the World Resources Institute, meteorological data from the National Oceanic and Atmospheric Administration, and images from the earth observer satellites of the National Aeronautics and Space Administration. These resources would be packaged with classroom materials to provide the background and context, software to simplify access and analysis, and associated electronic conferences to provide ideas and collaborators.

Student Communications

When students have a shared task, there is a reason for communicating that goes beyond superficial "pen pal" introductions. These shared tasks provide strong motivation for improving a range of communications, problem-solving, and organizational skills.

A powerful asset to language learning involves connecting native speakers of English who are learning foreign languages with native speakers of those languages who are learning English, both within the United States and internationally. These groupings can undertake joint projects such as writing journals, reporting on perspectives of the news, and undertaking projects that require each group to communicate in the other's native language. Existing natural language translators can be accessed over the network to assist participants; although these services are primitive, they can assist beginning students to communicate and learn grammar.

Electronic networks can support numerous student publications at several different educational levels. On-line student news services can be established to which all classes and others contribute and from which various student groups draw materials for their own publications. There can be advanced journals that serve as forums inviting students to publish their creations and findings subject to network-based peer review. A peer review system used for these journals would not only help maintain the standard of student work, it would also introduce students to an important but relatively invisible part of professional work.

New Learning Resources

In addition to providing exciting contexts for learning, there are many ways the network can provide resources designed to address specific learning goals. Network simulations, in which classes assume specific roles and interact according to a schedule and the rules of the game, create an absorbing learning environment. Through immersion in their roles, students absorb relevant information and gain a unique appreciation of the dynamics of complex situations. For instance, a network version of the Fish Banks simulation would introduce the problem of resource exhaustion; a network model United Nations would be a valuable way of learning contemporary politics, negotiation, and economics; and a network version of SimCity® could provide a new lens through which students view their own cities.

Digital telecommunications provides a unique form of interaction that can provide video programming for reaching large audiences. Called TVTI (television with telecomputing interaction), this strategy takes advantage of the power of television and circumvents, in an effective and economical way, the passive nature of television by providing interaction using computer networks. A video program can be viewed by students on a scheduled day; the students in turn can interact on the network around the content of the broadcast with scientists, educators, and others over the computer network. The video can be distributed by broadcast, digital lines, mail, or cable. This approach to distance learning can provide thoughtful interaction with a very large audience more conveniently and at a fraction of the cost of live broadcast.

A broad set of open-ended mathematical, scientific, and linguistics questions and challenges can be placed periodically on the network. Students can submit their findings and results electronically to an international panel of experts who would then comment on their solutions and accept the best for electronic recognition and publication. Non-electronic versions of these kind of challenges are very popular in Europe and form an important part of the education of many students.

Parting Thoughts

Readers may be surprised at the range of activities suggested and the relatively low proportion of network applications that resemble traditional classroom instruction. This is because the educational problems we currently face need new solutions that will transform the classroom. Educational networking must support this transformation, not reinforce the status quo. One of the perennial problems of education is authoritarian, teacher-centered instruction that requires little mental engagement by students. Clearly, students who do not have to think will learn little. As Papert (1990) observed, "Better learning will not come from finding better ways for the teacher to instruct but from giving the learner better opportunities to construct" (p. 3).

Networks can reinforce the status quo through lectures at a distance and other services based on traditional instructional paradigms or they can support better learning by offering activities that require student engagement, creativity, and communication. The choice is clear: networking technologies must be part of the current educational reform movement or they will become yet another obstacle to creating a better educational system. The roles of the network mentioned above demonstrate the potential for educational telecomputing to support reform with a rich variety of services.

Reference

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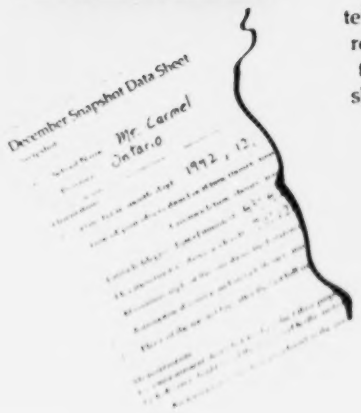
Dr. Robert F. Tinker is the Chief Science Officer at TERC.



Photos courtesy of the Global Lab schools

A Global Snapshot

In the TERC Global Laboratory, a network-based environmental science project, students select a local study site and examine its environmental condition over the course of the year. As part of their monitoring activities, students complete an "Eco-Snapshot" of their field site four times a year, during which all Global Laboratory schools around the world are collecting data synchronously and later sharing these data. On the winter solstice, students measured the temperature of site air and soil at different levels, observed and recorded the phenological stage of the plants, and measured and recorded information on site orientation — latitude, elevation, angle of the sun above the horizon, phase of the moon. Shown here (from top to bottom): students from Wilmington High School in Vermont measure wind speed at their site, and students in Thessaloníki, Greece, get ready to take an air temperature reading. Data collected are recorded on a uniform Snapshot Data Sheet. Students use computer software to organize and analyze their data, then use telecommunications to share data with fellow researchers around the world. Students from the Colegio Hamilton School in Mexico City shared their observations of the air quality at their site (below right).

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From: Colegio Hamilton
To: Global Lab schools
By exploring our site . . .
we observed that the air
atmosphere is like a
layered haze because it has
bands of discoloration with
noticeable boundaries
between polluted and
cleaner air . . . sometimes
we detect pollutant
particles floating in the
air. [Our site]is a zone
near traffic, combustion,
and contamination.
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APPENDICES

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ALPHABETICAL LIST OF PERSONS SUBMITTING ORAL AND/OR WRITTEN STATEMENTS

Ballard, Susan 34, 127
Bush, Margaret 116, 130
Fiels, Keith 85
Gray, Carolyn 29
Hanley, Deirdre 62, 138
Johnson, Karen Leah 140
Jones, Thea 49
Keys, Marshall 54
Martin, Murray 106
Mathews, Virginia 93
Noah, Carolyn 72, 144
O'Brien, Bonnie 76, 146
O'Donnell, Elizabeth 7
Quezada, Shelley 98, 148
Reeves, Joan Ress 11, 158
Rosenzweig, Susan 42, 165
Selvitella, Barbara 17
Short, Jack 4, 171
Sivan, Yesha 78, 174
Snider, Susan 37, 177
Tinker, Robert 22, 205
Toor, Ruth 66, 181
Trotta, Marcia 192
Watson, Elizabeth 90
Zilonis, Mary Frances 110, 194

Appendix 2

INDEX OF ORGANIZATIONS WITH REPRESENTATIVES PRESENTING ORAL AND/OR WRITTEN STATEMENTS

American Association of School Librarians/ALA 66, 181
American Library Association (ALA) 42, 165
American Library Trustee Association/ALA, New England States 4, 171
Association for Library Service to Children/ALA 90
Brandeis University Libraries 29
Cambridge Library Power Project 110, 194
Cambridge Public Schools, Educational Media Services 110, 194
Eastern Massachusetts Regional Library System, Children's Services Committee 62, 138
Harvard University Graduate School of Education 78, 174
Maryland Educational Media Association 49
Massachusetts Board of Library Commissioners 85, 98, 148
Massachusetts Library Association 76, 146
Massachusetts Library Association, Children's Issues Section 116, 130
Massachusetts School Library Media Association 17
Meriden Public Library 192
NELINET, Inc. 54
New Hampshire Department of Education 37, 177
New Hampshire Educational Media Association 34, 127
Northeastern University, John D. O'Bryant African-American Institute 140
Simmons College Graduate School of Library and Information Science 116, 130
Technology Educational Resources Center (TERC) 22, 205
White House Conference on Library and Information Services Taskforce (WHCLIST) 11, 158
Young Adult Library Services Association/ALA 7
Youth Divisions' Interdivisional Task Force on WHCLIS Recommendations, ALA 93

GLOSSARY

AARP	American Association of Retired Persons
AASL	American Association of School Librarians
ALSC	Association for Library Service to Children
ALTA	American Library Trustee Association
ALA	American Library Association
ESEA	Elementary and Secondary Education Act
HEA	Higher Education Act
LSCA	Library Services and Construction Act
LATA	Local Area Telephone Authority
NLM	National Library of Medicine
OTA	Office of Technology Assessment
PUC	Public Utility Commission
RBOC	Regional Bell Operating Company
RIF	Reading Is Fundamental, Inc.
UNESCO	United Nations Educational, Scientific and Cultural Organization
USIS	United States Information Service
WHCLIST	White House Conference on Library and Information Services Taskforce

Appendix 4

Priority Recommendations

Recommendations earmarked for priority action by an early vote of the Conference delegates.

■ Adopt Omnibus Children and Youth Literacy Initiative

That the President and the Congress adopt a four-pronged initiative to invigorate library and information services for student learning and literacy through legislation which would consist of:

School Library Services Title which would:

- Establish within the U.S. Department of Education an office responsible for providing leadership to school library media programs across the Nation.
- Create federal legislation to provide demonstration grants to schools for teachers and library media specialists to design resource-based instructional activities that provide opportunities for students to explore diverse ideas and multiple sources of information.
- Establish grants to provide information technology to school media centers, requiring categorical aid for school library media services and resources in any federal legislation which provides funds for educational purposes.
- Establish a federal incentive program for states to ensure adequate professional staffing in school library media centers. This would serve as a first step toward the goal for all schools to be fully staffed by professional school library media specialists and support personnel to provide, facilitate, and integrate instructional programs which impact student learning.

Public Library Children's Services Title, which would provide funding support for:

- Demonstration grants for services to children.
- Parent/family education projects for early childhood services involving early childhood support agencies.
- Working in partnership with day care centers and other early childhood providers to offer deposit collections and training in the use of library resources.

(Concurrently, funding for programs such as Head Start should be increased for early childhood education.)

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Public Library Young Adult Services Title, which would provide funding support for:

- Demonstration grants for services to young adults.
- Youth-at-risk demonstration grants to provide outreach services, through partnership with community youth-serving agencies, for young adults on the verge of risk behavior, as well as those already in crisis.
- A national library-based "Kids Corps" program for young adults to offer significant salaried youth participation projects to build self-esteem, develop skills, and expand the responsiveness and level of library and information services to teenagers.

Partnership with Libraries for Youth Title, which would provide funding support to:

- Develop partnership programs between school and public libraries to provide comprehensive library services to children and young adults.
- Establish and fund agenda for research to document and evaluate how children and young adults develop abilities that make them information literate.
- Establish a nationwide resource-sharing network that includes school library media programs as equal partners with libraries and ensures that all youth have access to the Nation's library resources equal to that of other users.
- Encourage school and public library intergenerational demonstration programs which provide meaningful services (e.g., tutoring, leisure activities, and sharing of books, ideas, hobbies) for latchkey children and young adolescents in collaboration with networks and private organizations, such as conducted by the American Association of Retired Persons (AARP).
- Create family literacy demonstration programs that involve school and public libraries and other family-serving agencies.
- Provide discretionary grants to library schools and schools of education for the collaborative development of graduate programs to educate librarians to serve children and young adults.
- Provide opportunities for potential authors who reflect our cultural diversity to develop abilities to write stories and create other communications media about diverse cultures for youth.

Further, all legislation authorizing child care programs, drug prevention programs, and other youth-at-risk programs should include funds for appropriate books and library materials, to be selected in consultation with professional librarians. (SER02-1)